DOCUMENT RESUME

ED 370 165 EA 025 726

AUTHOR Pechman, Ellen M.; Fiester, Leila
TITLE Implementing Schoolwide Projects: An Idea Book.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Mar 94
CONTRACT LC-89089001
NOTE 140p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Disadvantaged Environment; *Disadvantaged Youth; *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; Program Effectiveness; *Program Implementation; *School Restructuring
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1

ABSTRACT

This handbook provides information on how to use comprehensive schoolwide models to improve learning for more students. It paves the way for creating programs under Title I of the Elementary and Secondary Education Act (ESEA) that are grounded in the lessons of successful Chapter 1 schoolwide programs. Following the executive summary and introduction, the first chapter examines schoolwide programs as a catalyst for Chapter 1 reform. Chapter 2 examines the context for Chapter 1 schoolwide projects. Successful schoolwide projects anticipate high standards and recognize three key factors--leadership and planning, academic focus through instructional flexibility, and accountability. The third chapter identifies promising practices and their key features, which include an agreed-upon vision, academic focus, planning and design, management and organizational structure, professional development, cultural inclusiveness, parent and community involvement, and evidence of student progress. Chapter 4 analyzes challenges and opportunities for schoolwide projects, such as planning adequate time to learn new roles and prepare for new resources, enhancing communication and involvement, moving beyond reduced class size, including parents and community, stabilizing change, and monitoring achievement variability. The final chapter offers profiles of 12 effective schoolwide projects at various elementary and primary schools. Appendices contain contact information, and materials for schoolwide planning and project implementation. Contains 114 references. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 370 165

Implementing Schoolwide Projects: An Ideabook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EA025726

BEST COPY AVAILABLE

U.S. Department of Education

IMPLEMENTING SCHOOLWIDE PROJECTS:

AN IDEA BOOK

Ellen M. Pechman
Leila Fiester

1994

Prepared for the
U.S. Department of Education
Contract LC 89089001 - Task Order EA 930450

Acknowledgments

This volume was inspired by educational pacesetters who, during the past 10 years, have shown that Chapter 1 schoolwide projects can be the resource for children that Congress has envisioned with each reauthorization of the Elementary and Secondary Education Act. Many practitioners took time from their hectic schedules to share with us the evidence that good schools for all children are a reality--not merely a vision of what might be. We are especially appreciative of their clarity and candor.

This volume reflects the experiences of its many contributors. Our research team--including Hope Tarr, Margaret Hoppe, Angela Williams, and Devah Pager--talked at length with teachers and principals who work every day with "schoolwides," and completed this study on a tight schedule. At Policy Studies Associates, colleagues Mary Leighton and Brenda Turnbull helped conceptualize this resource to balance research and practice, and then pitched in as editors and co-writers to sharpen the prose.

The study built on lessons learned from prior research at Johns Hopkins University, led by Sam Stringfield, and at RMC Research Corporation, led by Allen Schenck and Sharon Beckstrom. Case studies written by the RMC team gave us a fast start on identifying schools with promising practices and records of success. We were also assisted by the Department of Education-funded Technical Assistance Centers and Rural Technical Assistance Centers, which used their thorough knowledge of Chapter 1 programs to direct us to the most innovative schoolwide initiatives.

Finally, this volume benefits from a detailed review by a range of national and state policy makers who asked hard questions and encouraged us to pursue the subtleties and nuances that are the stuff of successful schools. We especially appreciate the support we received from Valena Plisko, Daphne Hardcastle, Mary Jean LeTendre, and Herb Jacobson at the U.S. Department of Education, who were committed to designing a report that reflects the achievements of talented teachers and school leaders who are making high-quality education a reality for so many children.

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

March 16, 1994

Dear Fellow Educators:

As we prepare for the reauthorization of the Elementary and Secondary Education Act, the Federal government's largest commitment to elementary and secondary education, we must rethink the way we have traditionally served children in high-poverty schools. As research has shown, poor children who go to schools with high concentrations of poverty are falling farther behind despite our best efforts to help them. It is time to reform our nation's poorest schools, and the Chapter 1/Title I program can contribute to this effort in new ways, particularly through innovative and comprehensive schoolwide projects focused on helping every child meet higher standards. These projects hold great potential for reforming whole schools, rather than working at the edges by focusing only on individual categorical programs that operate in the schools for a small part of the child's instructional time.

This idea book, one in a series the Department will issue over the next year, provides a wealth of information on how to use the comprehensive schoolwide models to improve learning for more students. It discusses the research that supports whole school change, highlighting key features of successful programs, and obstacles to be overcome when undertaking reforms. The ideas in this handbook can be applied to all schools to help students reach high levels of achievement and performance.

The approaches encouraged in this idea book would be supported through the Administration's proposal to reauthorize Chapter 1 as the new Title I. The proposal would expand eligibility for schoolwide programs and allow schoolwide programs to combine Title I funds with other funds to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Under this proposal, Title I would become a catalyst for comprehensively reforming the entire instructional program in schools.

We encourage you to draw upon the guidance in this handbook and the successes of the profiled schools to improve your schools and to help all children achieve high standards.

Yours sincerely,

Dick Riley

Richard W. Riley

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-0100

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Contents

Page

Letter from Secretary Riley

Acknowledgments

Executive Summary i

Introduction 1

1. **Schoolwide Projects: A Catalyst for Chapter 1 Reform** 5

The Rationale 5
The Evolution of Reform 5

2. **The Context for Chapter 1 Schoolwide Projects** 7

Successful Schoolwide Projects Anticipate High Standards 7
A Good Schoolwide Project Is a Good School 9
Keys to New Successes 10

- Leadership and planning 10
- Academic focus and instructional flexibility 11
- Accountability 12

3. **Promising Practices** 14

Identifying Promising Practices 15
Key Features of Successful Schoolwide Projects 16

- Agreed-upon vision 16
- Academic focus 17
- Planning and design 20
- Management and organizational structure 22
- Professional development 24
- Cultural inclusiveness 25
- Parent and community involvement 27
- Evidence of school and student progress 29

4. **Challenges and Opportunities for Schoolwide Projects** 31

- Adequate time to learn new roles 31
- Communication and involvement 32
- Moving beyond reduced class size 32
- Adequate preparation for new resources 32
- Including parents and the community 33
- Achievement variability 33
- Stabilizing change 33

Contents (continued)

Conclusions 34

5. **Profiles of Effective Schoolwide Projects** 36

The Accelerated Learning Laboratory School (Worcester, Massachusetts)
Balderas Elementary School (Fresno, California)
Blythe Avenue Elementary School (Cleveland, Tennessee)
Cecil Elementary School (Baltimore, Maryland)
Ganado Primary School (Ganado, Arizona)
Glassbrook Elementary School (Hayward, California)
Hazelwood Elementary School (Louisville, Kentucky)
Hollinger Elementary School (Tucson, Arizona)
Lingelbach Elemtary School (Philadelphia, Pennsylvania)
McNair Elementary School (North Charleston, South Carolina)
Sanchez Elemtary School (Austin, Texas)
Snively Elemtary School (Winter Haven, Florida)

References 78

Appendixes

A. Contact Information for Selected Schoolwide Projects

B. Materials for Schoolwide Planning and Project Implementation

C. Bibliography of Resources to Promote Change

Implementing Schoolwide Projects

Executive Summary

This idea book paves the way for creating programs under Title I of the Elementary and Secondary Education Act (ESEA) that are grounded in the lessons of successful Chapter 1 schoolwide projects. It describes how innovative educators leveraged Chapter 1 funds to reform schools that serve some of the nation's most disadvantaged children. Striving to support children in greatest need, they designed projects based on principles of effective and equitable education for all. This book is a resource for policy makers and practitioners, designed to show how local initiative and determination can become a foundation on which to plan future projects that ensure that all children meet high academic standards.

Schoolwide projects can create a real sense of excitement in high-poverty schools by enriching the academic program for the child and for the whole school while removing the stigma of the label "disadvantaged." Traditionally, Title I and Chapter 1 projects attempted to help students by giving them limited amounts of special instruction--typically, outside the regular classroom. While such an approach may improve achievement in lower-level, discrete skills, it is not enough to improve academic performance on a broad scale. For that reason, practitioners and state and national policy makers have joined local leaders in support of the schoolwide concept.

Proposals for reauthorizing the Chapter 1 program as a transformed Title I program would extend the availability of the schoolwide option to more high-poverty schools. New provisions in Title I would also enhance the effectiveness of schoolwide programs through high standards, support for comprehensive planning and continuous development, flexibility to draw on all resources, and clear accountability for results. Title I schoolwide programs would require comprehensive instructional reform, enabling all children to meet the same challenging state standards. To encourage improvement throughout a school, all schoolwide programs would be required to begin with a one-year planning period. Schoolwide programs would be permitted to combine their Title I funds with other federal, state, and local funds to enhance services for all students. Finally, states would establish school support teams that offer ongoing technical assistance to schools during the planning, implementation, and evaluation of schoolwide programs.

Successful Schoolwide Projects Anticipate High Standards

Researchers and practitioners have shown that students who begin school by concentrating on meaningful academic content are more likely to achieve early success. New curriculum frameworks, linked to world-class standards, are a resource for making learning worthwhile. Although these frameworks are just emerging in most states and some school districts, some forward-looking educators have used the schoolwide option to include a demanding core curriculum and a stronger focus on academic achievement as the foundation of their Chapter 1 projects.

Schoolwide projects allow teachers to offer all students in high-poverty schools a challenging academic curriculum. The flexibility of the schoolwide approach gives teachers control over the curricula, enabling them to integrate discipline-based performance standards with lessons that draw on students' life experiences: Navigating a city subway system becomes the basis of a pre-algebra course; by estimating the cost of re-surfacing the school playground, students learn about surface area, estimating, and practical problem solving; and in social studies, tracing family histories takes students from their present community back to their country of origin, through historical records and geography. Through interviews with community members, students develop writing and editing skills and learn how historians document oral history. In some schools with large multilingual populations, students study Anglo traditions as well as their native culture, in two languages, using story telling, plays, essays, and arts activities.

Teachers in schoolwide projects personalize learning through interactive teaching methods: problem solving, multicultural themes, team activities, cooperative learning, individual tutoring, and portfolio assessment. They remove the traditional emphasis on sequential learning and teach higher-order concepts simultaneously with basic skills. Interdisciplinary curricula projects replace basal readers and traditional textbooks; students with different levels of preparation work together on the same problem or curriculum, each contributing to the group's product. Teachers focus on how students think, tracking closely how their knowledge develops and bridging gaps they observe. Typical of the best schoolwide projects, these approaches stimulate children's thinking while helping them make meaning of the curriculum in all core subjects, as at the Accelerated Learning Laboratory (ALL) School in Worcester, Massachusetts.

The **Accelerated Learning Laboratory (ALL) School** in Worcester, Massachusetts began its second schoolwide project cycle in 1991 by connecting its theme-based curriculum to high academic standards for all students. Using projects more than textbooks, students in K-8 integrate their knowledge in the core disciplines, learn to solve problems, and apply educational skills to the real world. Planning together, teachers and administrators promote accelerated, multicultural learning. The project's agenda for reform calls for a technology magnet school, a global studies curriculum, multi-grade "clusters," and an alternative grading system.

All mathematics activities now incorporate standards developed by the National Council of Teachers of Mathematics (NCTM). The standards also were used to set up scope-and-sequence seminars in mathematics and to set high expectations for achievement in accelerated math classes--known as "math challenges"--for all students. Students in grades 6-8 are grouped together to attend seminars led by project specialists, which cover subjects from pre-algebra through algebra. Each five-week seminar focuses on a different academic standard, such as proficiency in probability and statistics or "real-life math" (e.g., keeping a checkbook or filing taxes). Students who lack basic math skills attend mini-workshops where they receive a heavy dose of specialized instruction while working to the same high standards as other students.

The ALL School curriculum uses special projects to find creative ways of teaching complex skills. For example, students in grades 3-5 simulated a 10,000-mile bicycle trek through Africa as part of an interdisciplinary project. After holding telephone conversations with adventurers who had actually made the trip to learn about the geography, the students created a scale map of Africa. While learning to calculate time, rate, and distance, to read odometers, and to plot changes on a map, the students took turns covering the relative distance in five-minute intervals on stationary bicycles. "All day long, there are children on those bikes, pedaling through Africa," the principal said.

Leaders of schoolwide projects have used the schoolwide option to redesign education in a way that anticipates the learning needs of the 21st century. These systemic changes are consistent with the recommendations of education researchers (Cohen, McLaughlin, & Talbert, 1993; Levin, 1991; O'Day & Smith, 1993): an explicit framework for curriculum and instructional reforms for all schools and students; a better means of exposing and addressing educational inequality, in both instruction and administration; and opportunities for encouraging the local responsibility, flexibility, and discretion that lead to community and school-based reform. Many schoolwide projects also foster collegiality and high morale among teachers, and a high level of contact between teachers and students, which researchers have found to have a significant effect on instruction (Cohen & Grant, 1993).

A Good Schoolwide Project Is a Good School

School leaders cite many advantages in schoolwide projects. In particular, the schoolwide strategy enables Chapter 1 schools to offer high-quality education to all children in high-poverty schools. Schoolwide projects do not replicate standard models. Because they are developed at the school site, they can freely adapt the best research-based practices to the children they serve. Principals are facilitators who work with committees of teachers and parents to accelerate the curriculum so that all students move toward higher academic standards.

A number of organizational features make schoolwides especially versatile. The emphasis on advance planning makes collaboration easier, so there is greater coordination among the regular classroom teachers, parents, administrators, specialists, and support staff. Supplementary instructional options can be created for children, including extending learning time by lengthening the school day or year, having specialists or tutors team teach with regular classroom teachers, or adding supplementary content to the basic program. Parents and the community become educational partners, providing schoolwides with much-needed extra services and resources.

Many educators greet the schoolwide approach enthusiastically, but they recognize that it is not a magic bullet. Of the approximately 9,000 schools with student poverty levels of at least 75 percent, about 22 percent were using a schoolwide model by 1992 (U.S. Department of Education, 1993). Despite the increased interest in schoolwide Chapter 1 projects, studies indicate that strong leadership qualities and management strategies are required for schoolwide project success. In the view of one candid district-level coordinator, schoolwide projects require no less than this powerful combination of human resources:

> Astounding principals who are able to motivate staff, organize the school, and provide mechanisms for appropriate staff development.... Shared decision-making, involvement of staff and community, strong parent involvement.... Strong student recognition programs...[and] effective use of school staff.

Project coordinators observe further that even with good leadership and careful planning it takes a few years for schools to adapt to changes: "It's not something that can occur in one year. Schoolwide projects are works in progress. They're not going to be finished."

Promising Practices

The organizational structure and content of schoolwide projects vary according to district and community needs. Many projects are designed on the basis of "effective schools" correlates: a clear and focused school mission, a safe and orderly environment, high expectations, an opportunity to learn and to have extended time on task, strong instructional leadership, frequent monitoring of student progress, and a positive home-school relationship. Other schools base their projects on approaches used by teachers of gifted or talented students, emphasizing ambitious standards, an interdisciplinary program, and the development of critical thinking. It is also significant that many of the successful schoolwide projects serve bilingual populations. These schools use bilingual educators, multiple languages, and strong family traditions in the language-minority communities as resources to strengthen the entire school effort.

Schoolwide projects start down many different pathways to success, and they follow distinctive routes. Although programs vary in structure and content, this study identified the following eight features that are common to all the projects investigated:

- An agreed-upon vision for all students, based on higher academic standards and adequate designs and plans to implement the vision;
- A clear focus on academic achievement;
- Extended planning and a collaborative design;
- A well-defined organization and management structure;
- A strong professional community;
- Cultural inclusiveness;
- Parent and community involvement; and
- Evidence of student and school success.

Practitioners emphasize that Chapter 1 "schoolwide projects are never fully implemented, but are constantly evolving" (Schenck & Beckstrom, 1993, III-3). Thus, although this guide describes distinctive components of successful schoolwide projects, experience teaches that these features will evolve and change over time.

Challenges of Change

Practitioners confront considerable obstacles as they design and implement more coherent educational services through the schoolwide Chapter 1 option. Success stories do not unfold without false starts, and the routes to improvement are circuitous. In the words of one district coordinator, "Consistently, each [school] shows what I call growing pains--we don't give [classroom teachers] enough information about what a schoolwide projects is and what it means.... You really have to inform them about what the rules are [and] be on hand to explain to them the benefits and what drawbacks exist."

When asked to describe the keys to their successes, experienced project planners emphasized two factors: their staff's willingness to grapple continually with new problems and confidence among school leaders, faculty, and parents in the opportunities that schoolwide Chapter 1 projects provide. Even with these assets, a number of challenges persistently confront project implementers:

Adequate time to learn new roles. The transition to a schoolwide project means introducing new and expanded roles, higher academic expectations, and different kinds of management structures. Reaching consensus often is slow, and planners of successful schoolwide projects acknowledge that developing "ownership" of new approaches among teachers and staff takes time and preparation--both of which are in short supply in high-poverty schools. Some districts encourage principals, teachers, and parents to participate in training and to seek technical support; others, however, expect the planning process to unfold quickly and smoothly without adequate guidance and assistance.

Communication and involvement. Without exception, schoolwide project planners said that project success is directly related to the quality of communication among key people in the school community and the extent to which teachers are partners in planning and implementation. "The biggest pitfall is lack of communication," said a principal whose school is in its second project cycle. "It was hard for some people to see why things should be done differently."

Moving beyond reduced class size. Many educators consider reduced class size crucial to schoolwide project success because of the relationships between class size, classroom discipline, individualized instruction, student achievement, and self-esteem. In smaller classes, students receive more individualized instruction from the regular classroom teacher and assistants and are likely to be more productively engaged. But reducing class size cannot ensure a successful schoolwide project unless it is paired with a well-structured, consistent, standards-based, developmentally appropriate academic program.

Adequate preparation for new resources. Successful schoolwide projects require extensive training of all teachers in uses of technology, new content and methods, and more effective teaching styles. Practitioners emphasize that everyone needs to receive professional development--administrators, teachers, classroom assistants, and parents--not just the program coordinators.

Including parents and the community. Organizers of schoolwide projects find that it is not enough to improve instruction, curricula, or materials. Success for the project depends on backing from parents, businesses, special interest groups, and community organizations. "You must network with the community you serve," explains one principal. "We turn to our community council of 32 contributing businesses and service agencies to help us support our students. We just cannot do it ourselves."

Achievement variability. Students' performance on standardized tests can waver from year to year, even where standards are high, the academic emphasis is consistent, and schoolwide projects offer children comprehensive assistance. Students often are highly mobile, and the neediest students in a school may not have been exposed to the program long enough for it to take effect. "I think real change takes five to ten years.... Three years is just not enough," commented one district Chapter 1 coordinator. Successful schoolwide project managers closely monitor program fluctuations and adjust their programs as necessary, but it is difficult to stave off criticism of inevitable short-term achievement dips and fluctuating scores.

Stabilizing change. A consistent threat to schoolwide project success is the change in leadership that occurs too often and too quickly in the life of many projects. Some schools with schoolwide projects in effect for less than two years have lost their principals to new district-based initiatives or other opportunities. It takes time for schools to establish relationships and develop shared visions. Regular administrative changes undermine the stability and continuity that high-poverty schools so greatly need.

More progress in elementary schools. Experience has shown that schoolwide projects evolve most smoothly and quickly in elementary schools, especially in schools serving children in prekindergarten through the second or third grades. The process appears to be more difficult in middle schools. Although relatively little information is available about schoolwide projects in middle schools because fewer of these schools report 75 percent poverty levels, it appears that those choosing a schoolwide design have a difficult time sustaining their programs. Although some have made long strides, most middle-grade schoolwide projects are only in their earliest developmental stages.

This review of promising educational practices for disadvantaged youth shows the rich potential of Chapter 1 and Title I schoolwide projects, but success does not come easily. It requires creativity, flexibility, and sustained determination by all involved. Project participants seek and find ways to work together under a unified mission. Teachers learn to bridge a wide gap between home and school by learning many new ways of fostering children's learning. Many teachers need to cultivate an understanding of different traditions and mores; they find they improve their practice when they learn to know and appreciate previously unfamiliar histories, dialects, languages, or cultures.

There are no packaged solutions, and no schoolwide projects remain the same for more than a short time. Even in the best projects, solid designs falter. When they do, educators redirect their energies and discover new and more appropriate approaches for focusing on high standards for all children. The most promising practices in Chapter 1 schoolwide projects establish strong ties to parents, assume children are active learners, and are supported by state and local institutions. Every child becomes every educator's responsibility. In time, through hard work, collaboration, and mutual respect, schoolwide projects accomplish long-held goals of academic excellence for every child and demonstrate the potential to "reinvent" Chapter 1.

Introduction

The schoolwide has allowed us to do amazing things...and meet the needs of all the children, particularly those most at risk. The Chapter 1 funds allowed us to carry out the collaboration we envisioned; it allowed us to support the flexible instructional grouping our children needed so badly.

--Teacher, Chapter 1 schoolwide project

The secret to success is doing things schoolwide, because you will never change with just one teacher doing things differently. You need the entire school and its parents with you; you need to learn what works and what doesn't.

--Principal, four years with a schoolwide project

Prior to becoming a schoolwide, this school was one of the worst, most poorly maintained schools in the district.... The schoolwide project gave the staff the opportunity and resources to improve the school. We did need the full year to plan, however--exposing staff to ideas, building background for them. At the beginning, many of our teachers were using the buzz words, but not until we had the training [did] those ideas take on meaning in the classroom.

--Chapter 1 Coordinator, four years with schoolwide projects

We were able to get parents involved, so that now it is their PTA. Previously, *I* was the PTA.

--Chapter 1 parent liaison

Two national panels on Chapter 1--the congressionally authorized Independent Review Panel and the foundation-sponsored Commission on Chapter 1--have argued that strengthening curriculum and assessment, improving instruction in all academic areas, and providing enrichment activities beyond the regular school day or year for all students in high-poverty schools would broaden opportunities for the neediest students. This view is summarized in the opening recommendation of the Independent Review Panel to Congress and the Secretary of Education: "The Panel agreed that the whole school program requires reform. High standards need to be established for all students in high-poverty schools and new assessment mechanisms put in place to hold schools accountable for reaching those standards." (U.S. Department of Education, 1993, pp. 9-10). Although these changes may be conducive to fundamental reform, they alone cannot improve the quality of teaching and learning in high-poverty schools. A framework for change is needed, one based on high standards, support for comprehensive planning and continuous professional development, flexibility to draw on all resources, and clear accountability for results. Chapter 1 must be redirected if it is to enable students and schools to achieve high standards. The achievements of the best schoolwide Chapter 1 projects--the kinds of learning environments described in this book--model the new directions that some schoolwide innovators have taken.

Proposals for reauthorizing Chapter 1--to be known as Title I--respond to this challenge. The new Title I is expected to expand the availability of the schoolwide option so it can reach more schools that serve high-poverty communities. Furthermore, it would enhance the effectiveness of schoolwide approaches by encouraging local programs to align Title I with challenging content and performance standards, comprehensive planning, strong family-school partnerships, and professional support. Proposals to transform Chapter 1 into a new Title I build upon lessons learned from several schoolwide projects.

Key Changes Proposed for Title I Schoolwide Programs

- Eliminate dual standards by requiring that the standards for all children in Title I schoolwide projects be the same standards that states develop for all children. Title I schools would evaluate their students against proficiency levels that states establish to assess the performance of all students; schools would be more clearly accountable for achieving results.

- Expand the schoolwide project approach and require comprehensive instructional reform that enables all children to meet challenging state standards. Base eligibility for schoolwide projects on the school's poverty level during the project's initial year. Even schools that fall below the poverty threshold in subsequent years could continue to operate their projects. New proposals anticipate that the schoolwide project option would, in time, become available to schools with poverty enrollments of at least 50 percent.

- Enable schoolwide projects to combine Title I with other federal, state, and local funds to serve all students in the school. By allowing schools to integrate programs, strategies, and resources, Title I could become a catalyst for comprehensive instructional reform, rather than merely providing an add-on to the existing program.

- Recognize that educators and communities need adequate time to learn new roles. A transition period would allow schools to introduce new, expanded roles for project personnel, higher academic expectations for students, streamlined management structures, and greater parent and community involvement in decision making.

- Focus support and assistance on ensuring schoolwide program success. Statewide school support teams--led by experienced teachers and others knowledgeable about successful instructional strategies--would help schools develop schoolwide plans, align them with state and local reforms, and periodically review progress. Everyone would be re-educated--administrators, teachers, classroom assistants, and parents, as well as program coordinators.

- Bring program decisions to the school level so that schools and districts can decide how to use funds to best meet student needs. Each Title I school, coordinating with its district office, would be free to direct funds to projects that make the most sense for students.

This idea book synthesizes the views of educators who are experienced implementers of successful schoolwide projects. The sites we profile were chosen after a review of relevant research, interviews with personnel from Chapter 1 Technical Assistance Centers (TACs) and the U.S. Department of Education, and lengthy discussions with principals and teachers involved in successful schoolwide projects. The staff in the sites profiled consistently emphasized academic reform based on evolving standards of achievement, teacher accountability for all students, student responsibility for learning, and parent involvement, among other qualities. They demonstrated that, given the proper encouragement and assistance, educators will reject the notion of business as usual and adopt higher standards of performance that anticipate the learning needs of the 21st century.

The discussion that follows integrates a review of research on the features of successful schoolwide projects with findings from an examination of almost 70 schoolwide projects and in-depth interviews with administrators and teachers from 21 of the schools. (Contact information on these schools is contained in Appendix A.) The sites serve a diversity of students in all regions of the country with a variety of approaches.

Chapter 1
Schoolwide Projects: A Catalyst for Chapter 1 Reform

The Rationale

Schoolwide projects create a real sense of excitement in some high-poverty schools. According to one principal in Worcester, Massachusetts:

> You won't believe how excited the kids are. They're happier, they feel that they can do things. They're not bored.... I've seen kids involved in interactive, interdisciplinary learning. I've seen children willing to take responsibility and get involved.... I've seen teachers reflecting with other teachers and being willing to brainstorm and provide solutions. As a result of our schoolwide project, I've seen the culture of the school quite frankly change.

Chapter 1 schoolwide projects are enriching the academic program for the whole child and for the whole school while removing the stigma of the label "disadvantaged." State and national policy makers are joining local leaders to support the schoolwide concept.

Schoolwide projects offer children in high-poverty schools the chance to learn in classrooms with a far wider array of options. Schoolwide Chapter 1 encourages the kind of organizational and programmatic flexibility that gives educators "the freedom to reconfigure the school day, to foster cooperation among the instructional staff, to control school resources, and to be released from unnecessarily restrictive mandates covering grouping of students, minutes of instruction, detailed curriculum sequences, specific work rules, and other minutiae of education procedures." (Independent Review Panel, 1993, p. 18.) When a program is properly planned and developed to meet its potential, the schoolwide focus expands the resource base for every child. It reaches the most educationally disadvantaged children by immersing them in more advanced curricula and the best instruction, keeping them in class with peers who can show the way.

The Evolution of Reform

First authorized as part of Title I of the Elementary and Secondary Education Act (ESEA) in 1978, schoolwide projects grew out of research about what makes schools work for disadvantaged students. Repeated findings of those early studies showed that the principals and staff in highly effective schools developed cohesive plans and expected high academic achievement from every child.

They established safe schools that were conducive to learning and supported student-centered instruction in an expanded core of subjects, going beyond reading and mathematics to include social studies, sciences, and the arts.

In the years since schoolwide Chapter 1 was instituted, researchers have documented that when the total school is the target of change, schools serving even the most disadvantaged youth can achieve success (Edmonds, 1979; Lightfoot, 1983; Slavin, Karweit & Madden, 1989). This research on "effective schools" showed that five features typically characterize well-functioning schools in poor communities (RMC, 1992): (1) emphasis on both advanced and basic thinking; (2) a safe and orderly environment for learning; (3) positive expectations for all children; (4) ongoing monitoring of learning; and (5) strong and effective school leadership.

The U.S. Department of Education has funded several large-scale evaluations to examine the progress of schoolwide projects (among other evaluation purposes) and to evaluate their overall effectiveness in improving student performance (Millsap et al., 1992; Puma et al., 1993; Stringfield et al., 1992). Although researchers continue to examine the complexities of schoolwide programs, well-run schoolwides clearly benefit students. An RMC Research Corporation survey of all schoolwide project schools and districts (Schenck & Beckstrom, 1993) found that 125 principals out of the 149 who had operated schoolwide projects for three years observed improvements in the quality of students' educational experiences. Seventy-eight percent of principals reported that their projects were successful after three years, and 38 percent of this group saw the positive effects of their schoolwide initiatives increase over time (Schenck & Beckstrom, 1993, pp. 46, III-21).

Chapter 2
The Context for Chapter 1 Schoolwide Projects

Successful Schoolwide Projects Anticipate High Standards

Researchers and practitioners have shown that concentrating on upgrading the academic content for all students, beginning at a young age, is crucial to students' success in school. New curriculum frameworks linked to world-class standards are just emerging in most states, but some forward-looking educators began years ago to include in their Chapter 1 schoolwide projects a demanding core curriculum and a stronger focus on academic achievement.

Teachers and administrators involved in schoolwide projects often describe their standards in terms of setting higher expectations and ambitious goals for *all* students. Chapter 1 programs traditionally served low-achieving students by separating them in pullout classes or in groups within their regular classrooms--an approach that too frequently stigmatized the students and offered them an inferior instructional program. Today, teachers in successful schoolwide projects combine lower- and higher-order learning activities and replace basal readers and traditional textbooks with more exciting, interdisciplinary curricula and projects. They teach academic content through problem solving, multicultural themes, and team activities; introduce cooperative learning, individual tutoring, and portfolio assessment; and remove the traditional emphasis on sequential learning.

These approaches stimulate children's thinking while helping them make meaning of the curriculum content. In mathematics, for example, students encounter new concepts as they wrestle with real-life problems; they represent what they know with their own words, diagrams, and symbols. In reading, students spend less time on drills and recall of facts and more on interpretation. Children use their natural learning strategies and curiosity as bridges to "hard academic content" (Porter, Archbald, & Tyree, 1991); they write about and discuss what they know and are learning and, through trial and error, make new discoveries and connections.

Educators in these schoolwide projects are fundamentally changing education by teaching for deeper understanding and expecting all students to achieve the new standards. Teachers expect children to learn more; they focus on how students think while tracking closely how their knowledge develops. Neither knowledge nor student is segmented into what Cohen and Grant (1993) called a "bits-and-pieces regime"; instead, content is integrated through cross-cutting themes and "uncovered" by multi-skilled groups of learners.

Systemic changes such as these are consistent with the reforms that education leaders suggest: an explicit framework for curriculum and instructional reforms for all schools and students; a better means of exposing and addressing educational inequality, in both instruction and administration; and opportunities for encouraging the local responsibility, flexibility, and discretion that lead to community and school-based reform (Cohen, McLaughlin, & Talbert, 1993; Levin, 1991; O'Day & Smith, 1993). Many schoolwide projects also foster the collegiality and high morale among teachers--and the close contact between teachers and students--that Cohen and Grant (1993) found to have "significant influence" on the effectiveness of instruction.

Chapter 1 reform--especially through schoolwide projects--is very much in transition. Some processes are still evolving, and neither educators nor administrators assume they have all the answers. What planners of schoolwide projects view as the best practices today may not necessarily be considered the best practices tomorrow. Research for this idea book focused on current schoolwide projects while keeping an eye to the future. We found that schoolwide Chapter 1 projects can lay the groundwork for widespread change in content and learning while setting higher expectations for all children.

Teachers at **Balderas Elementary School** in Fresno, California set high academic standards in core subjects. Students learn the concepts of literacy and numeracy in the context of daily story-telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons--building on the language, skills, and concepts that students already know--allow teachers to provide learning opportunities that serve native English speakers and students with limited English proficiency equally well.

Using the state and district curriculum guides, keyed to California's curriculum frameworks, teachers provide students with activities that promote language development in both English and primary languages and acquisition of grade-level knowledge and skills in other subjects. Beginning in the preschool years and continuing to grade 6, classes may regroup into same-language clusters, led by an assistant, to read and discuss in the students' primary language. Teaching assistants fluent in the students' primary languages rotate among classrooms.

All students keep portfolios of their work, often including drawings, writing samples, and journals. Classroom activities promote cooperative learning, reflection, language development, and task engagement. To ensure that multi-language students have the academic support they need, students belong to triads--cross-age groups of students--that meet after school and at other times during the year to work together on homework and class projects. In these afterschool groups, each student works daily with two others who speak the same language and help them develop and apply their English fluency.

A Good Schoolwide Project Is a Good School

The past several decades of research on effective educational strategies and organizational arrangements for children of poverty have established sound principles to guide instructional practice and good working models for managing programs. We know that with adequate expectations, support, and resources, children can achieve at the highest levels regardless of their economic circumstances.

Children differ in the style and speed of their learning, and they develop basic skills more quickly in the context of higher-order skills than in isolation. When children are personally involved with meaningful ideas and challenging curriculum content, repetition of simple elements in lockstep or by rote is not necessary. Peers and mentors support student learning, affirming the value of culture, community, and family. In addition, the emphasis on community involvement in schoolwide projects demonstrates a new level of respect for the way that children's heritage and context influence learning. Members of the community establish and sustain the high common standards that grant disadvantaged youth meaningful opportunities for achievement.

Early results for schoolwide projects in the study of special strategies for educating disadvantaged children (Stringfield et al., 1992), one of the federal government's longitudinal evaluations of schoolwide projects, highlight four qualities that distinguish successful schoolwide: the school and district welcome change, and the site has the management, program, and budgetary autonomy needed to sustain the project through funding and organizational uncertainty; the principal is a strong manager and instructional leader who shares a vision with an experienced and committed staff--one that is empathetic to the students' needs and embraces diverse cultures and community traditions; the school has a clearly focused academic program grounded in a conceptual, research-based framework that has demonstrated success; and additional resources provide sufficient staff members to offer special services, coordinate programs, and reduce class size; support ongoing professional development; and purchase materials and equipment, especially technology, that enhance the core curriculum.

Together, the planning and integration of resources enable far more innovation than has traditionally been characteristic of Chapter 1 projects. Research demonstrates that planning is especially important because it helps change a school's culture--its attitudes, expectations, and habits--and changing the culture is a first step to improving what happens in classrooms (Fullan, 1991).

Powerful schools for children in poverty are more attainable than many people believe. When we look for the best, we find it; often, it originates among dedicated and inventive Chapter 1 educators, working hand in hand with people and resources in their local communities. Such schools are not created easily or quickly, but--given the opportunity--they gain strength over time.

Keys to New Successes

Although schoolwide projects allow great flexibility, the Independent Review Panel cautions that "flexibility is not an end in itself, but a means to accomplish the desired outcomes for every child" (IRP, 1993, pp. 18-19). The Hawkins-Stafford legislation recognized the potential danger of providing schools with too much flexibility too quickly, and imposed three requirements to increase the likelihood that projects would be well designed and effective: additional planning, district- and state-level approval of all schoolwide project proposals, and continuing accountability. The effect of these requirements was to establish clear standards while providing districts and schools with the necessary latitude to institute responsible change. Three factors were central to schools' success as schoolwide projects: leadership and planning, academic focus through instructional flexibility, and accountability.

Leadership and planning. Typically, a schoolwide project begins when a strong leader--a principal, a Chapter 1 coordinator, or a teacher--forms a committee to propose and devise the Chapter 1 schoolwide plan. Three-fourths of the respondents to the RMC Research Corporation's survey of schoolwide projects named the school principal or other school administrative staff as most influential in deciding to apply to become a schoolwide project; almost two-thirds also reported that the Chapter 1 coordinator was involved in the decision (Schenck & Beckstrom, 1993). A district-based director of federal programs cites the following keys to successful schoolwide projects in his district:

> Astounding principals who are able to motivate staff, organize the school, and provide mechanisms for appropriate staff development...shared decision-making, involvement of staff and community, strong parent involvement...strong student recognition programs....[and] effective use of school staff.

In their review of schoolwide programs, the Council of Chief State School Officers (CCSSO) and the National Association of State Coordinators of Compensatory Education found that state education agencies (SEAs) were enthusiastic proponents of the schoolwide concept (CCSSO, 1992). They encouraged districts to take advantage of the schoolwide option through a number of initiatives: contacting eligible schools, holding schoolwide project conferences for potential participants, urging

districts to participate in national conferences, and showcasing successful schoolwide projects at state meetings.

Schoolwide project plans are to be based on a comprehensive, school-generated needs assessment, and parents are required to be active contributors. The most useful schoolwide plans reflected the goals of the school community it served and detailed new strategies for coordinating programs and for serving diverse groups of students. These schools offered professionals the collaboration and continuing education they needed, and they invited parents and community members to participate in program planning and evaluation. Explicit procedures for measuring and reporting kept teachers, administrators, and parents informed about student progress (RMC Research Corporation, 1992). Appendix B includes samples of planning materials that schoolwide projects have found especially useful.

Academic focus and instructional flexibility. Program flexibility makes it possible for teachers to increase their focus on how and what children are learning. In schoolwide projects, teachers can use Chapter 1 resources to concentrate on making curriculum, instruction, and pupil services more responsive. Schools also reported that greater flexibility in service delivery and instructional grouping meant that they could strengthen support for academic program quality through professional development and parent education. The RMC survey respondents indicated that more than 80 percent of schoolwide projects made two adjustments: They extended professional development and they introduced or enhanced parent education and involvement. In addition, more than half added computer-assisted instruction, coordinated and integrated the curriculum, added certified professional assistance for low-achieving students, or reduced class size (Schenck & Beckstrom, 1993).

Stringfield et al. (1992) observe that the best schoolwide projects change their curricula and instructional strategies so that teachers can capitalize on reduced class size and the added time available to individualize instruction. They introduce far more intensive instruction in reading and mathematics, and they reinforce reading and mathematics through social studies, sciences, and the arts. One Chapter 1 coordinator sees it this way:

> The biggest change brought by our schoolwide project is a revised curriculum. In fact, the school staff are continually revising the curriculum to ensure its appropriateness for students... [The coordinator found] teachers working on Saturdays... revising the curriculum to make thematic instruction with an interdisciplinary approach completely effective.

Chapter 1 schoolwide projects are not simply add-on services or replications of standard models; they are planned adaptations of proven programs, changed to reflect local conditions and traditions. In the strongest schoolwide projects, teachers start with theory- and research-based instructional innovations such as Success for All, Higher Order Thinking Skills (HOTS), or Reading Recovery, among others, and they modify them to accommodate their students (Levin, 1988; McCollum, 1992; Slavin, Karweit, & Madden, 1989; Clay, 1972). When necessary, children receive extra help within class from specialists or tutors, or they attend after school or summer programs, extending and deepening the regular instruction they receive. Improved educational resources, aligned with updated academic standards, are essential; modern curricula, textbooks, computers, scientific and mathematical tools, and technology also are necessary (Millsap et al., 1992; Stringfield et al., 1992).

Accountability. By the end of three years, a schoolwide project must show that it has improved the achievement of educationally disadvantaged students more effectively than a traditional Chapter 1 program. Schools have two options for demonstrating success: Students who would qualify for Chapter 1 services under a conventional design must perform at a level higher than students in other Chapter 1 schools in the district, or they must achieve at a level higher than the school experienced before the schoolwide project began. Schools that do not meet the accountability standard must revert to a targeted Chapter 1 program.

The state education agency has the authority to approve or disapprove the applications of schoolwide projects after reviewing districts' plans and implementation strategies. Each state advances its own approach to designing and implementing schoolwides. California, Texas, and Oregon have actively promoted the potential of schoolwide projects, creating detailed planning guidelines and offering schools on-site technical assistance. Oregon Chapter 1 coordinator Don Ulrey describes his state's rationale for supporting schoolwide projects this way:

> We looked at schoolwides as a real administrative challenge, but one that is very promising for children. A complete three-year plan is one way of ensuring a stronger focus on content from the start. All activities for three years are spelled out; the planning enables everyone on the school staff to improve on instruction; Oregon encourages alternative learning environments, so schoolwide programs within Oregon are connected not just to Chapter 1 but to the statewide program as well. Schoolwide Chapter 1 is not just a different place for children to go to learn, but learning occurs in the classroom all the time.

A facilitating state agency, like a facilitating local school administrator, is a strong asset to Chapter 1 schoolwide projects. It sets the tone and supports change with a clear mission of its own. The Compensatory Education Office in California sends supportive materials with its annual planning

requirements that help districts create workable, sustainable plans. California's Schoolwide Project Guidelines are explicit about the opportunity schoolwides provide: "This is a unique opportunity to combine all resources, material, and staff efforts, to organize an effective school program for the students" (California Department of Education, 1992, p. 2).

In a cover memo to school districts, California Chapter 1 program manager Hanna Walker reminds staff across the state that schoolwide projects emphasize

> the "different" practice that the school site will implement to upgrade the total school program for all students. While at the site there may be a number of schoolwide initiatives, such as school improvement, Economic Impact Aid and schoolwide, school-based coordinated restructuring; it is vitally important to align the essential elements of each in one comprehensive plan [emphasis in the original].

Walker also emphasizes that "the SWP [schoolwide project] summary plan is fluid and can be changed totally, or in part, when it no longer meets the needs of all students" (Walker, 1992; pp. 1-2).

This kind of close review holds schoolwide projects accountable to carefully thought out plans, and it avoids mistakes that come from poor planning. The process has ensured that principals and Chapter 1 coordinators--often on the advice of state or federal coordinators--make necessary adjustments before a project begins. Many schools have benefitted from technical assistance received during the application or program renewal phases.

Chapter 3
Promising Practices

Eight years ago, officials in Polk County, Florida, wanted to close **Snively Elementary School**--considered by some to be one of the most troubled schools in the area. Of its 500 students in prekindergarten through sixth grade, 95 percent live in poverty. But the community fought to save its school, and Snively got a second chance--and a Chapter 1 schoolwide program. Under the leadership of a new principal, staff and teachers met for six months to revamp the curriculum and assessments. Teachers visited their students' homes to enlist parents' support, the school year was expanded through July, and class size was reduced in all grades.

Today, Snively takes an interdisciplinary approach to thematic instruction, offers four early intervention programs for preschoolers, and operates a family resource center. Teachers meet monthly to collaborate on planning. And last year, parents volunteered more than 5,000 times for the program--earning coupons they could redeem for gifts or household items at the school-run center.

"Chapter 1--schoolwide--can make a difference where no other program can," says the principal. "It is important to make a commitment to change and not be afraid to take the necessary risks."

Many of the schools we highlight in this guide were not just the highest-poverty schools within districts, they were also the least effective before they organized under the schoolwide banner. They changed because the principals and staff were committed to overhauling programs they knew were not working for their students. Schoolwide planning especially expanded the core of academic subjects that students studied, and it improved instruction. Teaching teams had both the flexibility to restructure their compensatory programs and the resources to achieve their goals, especially for students at risk. They often supplemented traditional curricula with curricula developed locally by teachers on the basis of recommendations from national professional discipline organizations, such as the national council of teachers of mathematics, English, and science. New instructional techniques prevailed: cooperative learning in reading and math, multicultural and interdisciplinary studies, and projects that emphasize higher-order critical thinking skills. Flexible grouping or block scheduling with individual tutoring in the classroom often replaced pullout programs; in at least one school we studied, an extended school day allowed students additional time to learn in their native language or work in a computer laboratory. Whether the school adapted a research-based model such as Success for All (Slavin, Karweit, & Madden, 1989), convened support systems similar to James Comer's mental health teams (Comer, 1980), or used the site-based management strategies of Accelerated Schools (Levin, 1988), the curriculum was the school's own, and it usually was interdisciplinary.

The schools profiled in this guide were selected because they showed evidence of success--whether quantifiable or anecdotal--and were identified by local, regional, or national education experts as particularly innovative or successful projects. Most schools had operated as schoolwide projects for at least two years; however, one--Glassbrook Elementary School in Hayward, California--was selected although it had been in official schoolwide status for only one year because it had in fact adopted an unofficial schoolwide approach several years earlier, and thus had a wealth of experience to offer. Sanchez Elementary School in Austin, Texas, in contrast, was profiled because the flexibility of the project allows a temporary separation and rapid reintegration of Chapter 1 students, although it provides separate classes with bilingual teachers for its many students with limited English proficiency.

Most schoolwide programs began by reducing the student-teacher ratio, but lowering student-teacher ratios is just the beginning of adjusting teaching to learners. With fewer students in classes, teachers offered students a wider array of learning activities in social studies, sciences, and the arts, as well as in the basic and advanced skills of reading and mathematics, and they individualized instruction. Whenever possible, teachers incorporated technology into their instruction, using it to help children connect learning to their own cultural and community experiences.

Project implementers talk about the schoolwide option as a vehicle for change. "The schoolwide has allowed us to do amazing things," explained the teacher facilitator at New Stanley Elementary School in Kansas City, Kansas. By giving the staff the autonomy to restructure how it organizes services, "it allowed us to do the collaboration we envisioned and to support flexible instructional grouping." Released from the limiting structures of pre-packaged models, educators expanded the activities, materials, and processes they used to benefit all children. From the perspective of the principal at Richmond Elementary (Salem, Oregon), the schoolwide project framework meant that "Chapter 1 is the driving force for all improvement in our building.... It became the hub of the school for all programs."

Identifying Promising Practices

Several themes emerged from our review of almost 70 schoolwide projects that have been observed by the U.S. Department of Education, regional technical assistance providers, and researchers associated with the National Assessment of Chapter 1. From those described, we selected 21 sites whose administrators and teachers we interviewed in depth. These sites represent an array of program options and serve diverse student populations in all regions of the country.

In the section that follows, we summarize the experiences described by the schoolwide practitioners and profile examples of key elements that contributed to the projects' success. Chapter 5 profiles the history, context, and activities of 12 schoolwide projects, reflecting the range of program options that have shown evidence of success. Appendix A provides contact information on selected schoolwide projects. Appendix B contains samples of planning materials that successful schoolwide projects have used. Appendix C is a bibliography of resources for planning and implementing schoolwide projects, organized by the promising practices described below.

Key Features of Successful Schoolwide Projects

Schools start down pathways to success for different reasons, and they take various routes. Although no single set of features is common to all schoolwide projects, the following are basic to many of those we studied:

- An agreed-upon vision for all students, based on higher academic standards and adequate designs and plans to implement the vision;
- A clear focus on academic achievement;
- Extended planning and a collaborative program design;
- A well-defined organization and management structure;
- A strong professional community;
- Cultural inclusiveness;
- Parent and community involvement; and
- Evidence of school and student progress.

One point practitioners repeat is that Chapter 1 "schoolwide projects are never fully implemented, but are constantly evolving" (Schenck & Beckstrom, 1993, III-3). Thus, although this guide describes distinctive components of successful schoolwide projects, experience teaches that these features will evolve and change over time.

Agreed-upon vision. Schoolwide projects are driven by a shared vision for all students, one with a well-defined academic mission that challenges all students to be academically successful in meeting high performance standards and achievement goals. Depending on the community, a school plans to accomplish its vision for all students in various ways. Some schools emphasize collaboration

and team building among faculty and with the community; others organize their program around new curricula or different approaches to instruction. Many schools engage parents and the community in articulating the vision and then recruit the community as a partner in changing the school. Among successful schoolwides, whatever the vision or the management structure, the mission includes goals that upgrade the instructional core for students by developing or adopting academic programs with these characteristics:

- A new focus on early childhood intervention, often including prekindergartens; extended school days; or before- and after-school intensive reading and mathematics programs with individual diagnosis, tutoring, and active learning.

- Use of systematic, research-based academic programs such as Reading Recovery, Higher Order Thinking Skills (HOTS), Mathematics Our Way, Finding Out/ Descubrimiento, and other integrated learning and teaching models to teach reading through children's personal experiences, cultures, and communities.

- Instruction in which specialists and regular classroom teachers integrate disciplines and specializations--sometimes across grades--in "thematic units," promoting reading and mathematics learning through explorations, writing, and problem solving around content themes.

- Expanded use of computers and other technology as research or writing tools, to design and publish newspapers and student-authored books, or to apply mathematics and science to real data sets and challenging scientific explorations.

- Emphasis on building student self-concept, cultural pride, and community identity by teaching bilingually and immersing children in texts and instructional materials--in multiple languages--that reflect students' cultures and heritages.

As staff of the schoolwide project plan at Glassbrook Elementary School in Hayward, California, stated, with the school's new vision "we have moved beyond the sort-and-select approach to remediating children. Our Chapter 1 program does not attempt to 'fix' children with pullout remediation."

Academic focus. Schoolwide projects focus on teaching advanced and basic skills by providing all children with a curriculum that challenges them in every subject. Teachers offer both advanced and basic content so that children learn to use their knowledge in practical ways to accomplish personal goals. Students tackle projects that are useful to the school, such as proposing designs for new play yards or helping to conduct fundraising events. Walls and hallways are covered with student work and enrichment materials, often in many languages, and students use art, writing, reading, and experiments to learn social studies and science through projects. In the art program at Lingelbach Elementary School in Philadelphia, for example, fourth- and fifth-graders learn Latin,

kindergartners and first-graders study violin, and fourth-graders participate in an architecture study. Florida's Snively Elementary School organizes its language and mathematics instruction around thematic units in which children study culture, civilization, history, and geography by researching the contributions of their own cultures. A two-way bilingual program at year-round Hollinger Elementary School in Tucson, Arizona provides instruction in Spanish and English throughout the school day. Students who are not fluent in both languages study English or Spanish as a Second Language, in addition to regular language arts in their primary language. In this way, the whole school becomes bilingual and bicultural.

Schoolwide projects often use summer academies and enhancement programs to involve students in year-round explorations that develop reading and mathematics. At McNair Elementary School in North Charleston, South Carolina, 200 students who scored poorly on district-based tests studied energy, space, marine life, and conservation during the summer. At Hollinger, bilingual students participate in full-day, theme-based "academies" during the three-week intersessions between trimesters.

Many schoolwide projects build on an established, research-based model such as Success for All, Reading Recovery, or Accelerated Learning. But in the most successful projects, teachers devise appropriate modifications of the standard models to accommodate their students' strengths and weaknesses. The faculty's adaptation of Success for All at Francis Scott Key Elementary School is one example:

Faculty at Philadelphia's **Francis Scott Key Elementary School** adapted Johns Hopkins University's highly structured Success for All (SFA) program to offer a rich array of whole language approaches to teaching. Preschoolers and kindergartners discuss topics related to each of the books they become familiar with after frequent rereading. Imaginative lesson plans and cooperative learning strategies facilitate peer coaching, so that students can help classmates with limited reading skills catch up. Certified teachers and part-time aides tutor the lowest-achieving primary students individually in 20-minute sessions designed to promote mastery of regular reading class objectives.

SFA's basal reader-based methods were converted to literature-based units that both teachers and students find more enjoyable; teachers have written their own SFA-style guides to young readers' favorite stories and developed student materials that support team learning. One fifth-grade teacher created an interdisciplinary unit based on From the Mixed-up Files of Mrs. Basil E. Frankweiler, a mystery about a child-sleuth set in the Metropolitan Museum of New York. Her students studied tour guides and maps of New York to follow the hero's exploits, and used vocabulary activities that teach words in context and engage students in peer coaching.

In math, primary teachers use a hands-on, highly interactive curriculum to build a strong foundation for computation and problem-solving skills introduced later. Intermediate teachers use the SFA cooperative-learning Team Accelerated Instruction (TAI) curriculum to teach computation, integrating lessons in problem solving and other topics to achieve district objectives at each grade level. ESL teachers work in small groups with children who have limited English proficiency, and teachers from the district's adult literacy program work on oral language skills twice a week with limited-English-proficient parents and native language translators.

Schoolwide projects increasingly use technology to create an electronic infrastructure that allows computers, CD-ROM readers, laser disc players, fax machines, and video adapters to become learning tools rather than electronic workbooks or static tutors. In technology-rich environments, computers complement the instructional program. Technology consultants, often funded by schoolwide projects, install research and reference databases, sophisticated writing and desktop publishing programs, and basic-skills software that enable students to use the full capacity of the new equipment. Students conduct research, communicate with peers in other regions through electronic mail, and share what they learn through live video. At Cypress Creek Elementary School in Ruskin, Florida, for example, students produce a daily morning news show that they broadcast live to classrooms, and the faculty conducts a weekly show in which students comment on school issues and events. By connecting technology to the core curriculum, teachers build continuity across instructional components.

Many Chapter 1 schoolwides have adopted IBM's Writing to Read and Writing to Write programs, which start children writing in kindergarten and first grade. These early computer-based

writing experiences stimulate children's interest in learning to read while developing their awareness of how verbal language translates into written text. When several computers are available in each classroom and at least one technology center is fully equipped with computer networks and software, teachers recognize the range of instructional opportunities technology offers--and even initial skeptics become enthusiastic about the benefits.

Planning and design. Schoolwide Chapter 1 projects grow out of many circumstances; some are generated by dedicated principals or teachers with a vision of excellence, while others are born of repeated failures that encourage school officials to take dramatic steps toward change. Once in place, each project is tailored to a school's specific needs. But successful schoolwide projects share a clear mission and several basic characteristics of planning and design--common bonds that form a strong foundation for individual adaptations.

The most basic characteristic is a need for extended planning time before project implementation. Successful projects are founded on at least one and sometimes two years of pre-implementation planning, and project staff actively continue to redesign the project after it begins. These schools didn't simply follow a planning formula, however; their leaders deliberately made planning a central part of the process of change, cultivating ownership by all interested parties to smooth the progression from existing options to long-term goals. The one-year planning cycle at Ronald E. McNair Elementary School in North Charleston, South Carolina, was typical: A committee of faculty and parents collected data, identified problem areas, and designed a project based on proposed solutions; a team of teachers and staff charged with "restructuring" the school reviewed the plan and presented it to the entire faculty; and the faculty attended a two-day retreat to discuss the schoolwide project. Other schools surveyed parents and students while developing their plans, and many included community representatives on planning committees. The size of the committees varied, with some schools designating committees for each component targeted for improvement, and most groups met weekly during the initial planning phase.

District staff play an important role in facilitating planning for successful schoolwide projects. "It is critical that the central office provides support--don't leave them out there hanging," warned one district planner. According to another Chapter 1 director, some of us "use the buzz words but don't know what they mean. The training piece [of the planning process] is invaluable. Many [planners] forget that teachers are not exposed to the various resources that administrators are." Both state and district offices establish planning outlines and suggest alternative strategies for reaching agreement on the program's new direction. (For examples, see Appendix B.)

Project leaders agreed that planning does not end with implementation and that the changes sought are not complete after one three-year project cycle. Schools with successful projects foster a sense that the project continually evolves toward ever-higher goals. "It takes a few years for schools to adapt to a variety of changes," said one Chapter 1 district director. "It's not something that can occur in one year. Schoolwide projects are works in progress. They're not going to be finished."

Because the problems that schoolwide projects seek to solve stem from many needs, successful schoolwides incorporate various approaches from an early stage of planning onward. This may mean simply maintaining enough flexibility in the planning process--by including a range of contributors on planning committees, for example--to allow the school to respond to new directions, needs, or solutions as they occur. It may mean integrating a project with other state and district school reforms, such as site-based management or performance assessment. Or it may mean actively seeking opportunities to parlay the project's advantages into more tangible benefits for the school. "We tried to maximize what we thought of as the spirit of Chapter 1, as opposed to [following] guidelines that were more limiting," explained one principal, who used her schoolwide project to attract foundation grants and partnerships from major businesses. "We did not seek out an extraordinary idea or specialty...[but] if we had it to do over again, we would be even more creative and adventurous."

Behind the best schoolwide project stands a strong, facilitating principal--but exceptional projects also involve planning by a wide base of co-leaders, including teachers, parents, district staff, and business and community representatives. In most cases, other project planners viewed the principal as a necessary catalyst--but viewed diverse planning committees as the tool for change. However, principals are quick to point out that the implementation of a schoolwide project involves so many changes and new options that it can only succeed with broad support.

A successful project also requires consensus among the staff that implements it, so planning means reaching a delicate balance between diversity and unity. One principal ensured consensus by replacing teachers who would not endorse to the new program's direction; many more courted teachers with frequent brainstorming sessions, workshops, or retreats. Principals made a point of including Chapter 1 staff fully in the planning process, realizing that their jobs would change the most. "Chapter 1 teachers sometimes are the schoolwide project's biggest critic, because they've been used to doing things in a certain way," said one district director. "Their transition is based upon particular habits...based on what they think Chapter 1 is."

The actual content of a schoolwide project varies significantly according to a school's specific needs. In several schools, however, project design was deliberately based on approaches frequently

used by teachers of gifted or talented students, particularly those emphasizing critical thinking skills. Many were based on effective schools correlates (Bullard & Taylor, 1993; Edmonds, 1979): a clear and focused school mission, a safe and orderly environment, high expectations, an opportunity to learn, strong instructional leadership, frequent monitoring of student progress, and a positive home-school relationship. And although planning for a schoolwide project often began by addressing specific, limited needs--such as "improving math instruction" or "raising student performance to the 80th percentile"--the final design of successful projects eventually expanded to include most of the disciplines in the academic program. But one district director cautioned that project plans must include an adequate structure to serve the most disadvantaged students: "It must still reach the Chapter 1 children." A state evaluator, observing 10 years of schoolwide projects in Austin, Texas, emphasized that "schools must continue to concentrate on basic reading and mathematics or children quickly lose ground in these most fundamental areas of learning."

Management and organizational structure. Reorganization under a schoolwide project very often involves reducing class size and eliminating pullout programs. These changes alone do not create an effective schoolwide project, however; they are simply a starting point. It is the way in which changes are achieved--and the depth of the changes, including a sense of accountability among all teachers and the rejection of practices that isolate Chapter 1 from the rest of the school--that makes the difference between an adequate schoolwide project and an exceptional one.

Most schools used schoolwide project funds to reduce class size by hiring an additional three to five classroom teachers. Former Chapter 1 teachers usually became regular classroom teachers or joined regular classrooms as "focus" or "extension" teachers--specialists who intensify instruction for small groups of students within the classroom. In successful projects, where these teachers were included in the planning and management phases, the effect of this change was to increase the amount of individualized direction for students and to strengthen their achievement significantly. Collaboration among teachers improved, and the schools promoted programs that enabled students to work at their own pace. The change also seemed to increase all teachers' sense of accountability for all students; as one regular classroom teacher said, "Now *I* am the Chapter 1 teacher who has to see to it that [disadvantaged students'] needs are met."

Many schools also implemented an extended day or year-round schedule to increase instructional time for all students. This structural change targeted low-achieving students in a particular subject, such as math or reading; provided extra help or bilingual instruction to students with limited English proficiency; developed enrichment activities for all students; or used services offered by community partners. Examples range from an afterschool "homework club" for latchkey students to a two-week summer "academy" for low-achieving math students. In addition, successful

projects restructured the school day to allow longer periods of instruction in reading or language arts--up to three hours at a time. Planners said this structural change was crucial to achieving the project's academic goals.

The goal of most management changes was to increase collaboration and accountability among teachers. Almost all successful projects were managed by a committee, generally an extension of the one that designed the project, that included teachers and parents as well as school administrators. Separate grade-level teaching teams met weekly to identify problems, solutions, and new strategies for the project; teacher groups also met at least once a month with the principal and/or district Chapter 1 director.

The involvement of teachers in management seems to be as important to the project's success as is their involvement in planning. One Chapter 1 district coordinator, who helped 15 schools make the transition to schoolwide projects, emphasized that teachers must be "nurtured" in the process:

> Consistently, each [school] shows what I call growing pains--we don't give [classroom teachers] enough information about what a schoolwide project is and what it means.... You really have to inform them about what the rules are [and] be on hand to explain to them the benefits and what drawbacks exist.

The same coordinator said that the difference between good and bad management of a project lies in the principal's leadership style: Principals have the best chance of long-term success when they go beyond "making bargains or agreements" with teachers to share decision making on crucial issues and foster collegial relationships among everyone involved with teaching children.

Finally, schoolwide projects give schools the resources needed to accomplish new goals. These include improved staff development; "support committees" composed of teachers, administrators, resource teachers, and school psychologists or other specialists; and new technology that engages children and teachers with dynamic new curriculum options. These efforts take advantage of the schoolwide project to serve individual needs within an inclusive program--and to increase collaboration among teachers. "I have notes from classroom teachers who for years could not leave their schools [for professional development]. I provided funds for them to visit workshops and other teachers," says one district Chapter 1 coordinator. "What we're trying to do is get more of the instruction coordinated...[so that] everybody is working together in a kind of collegial project. You can do that better in a schoolwide project."

Professional development. As schools adopt schoolwide Chapter 1 models, decision makers create new roles for program participants, and professional development becomes central to helping changes occur smoothly. This sometimes means that teachers and administrators return to school for specialized courses in administration and management, curriculum planning, or diagnosis and assessment. In schools with language-minority students, teachers and leaders take courses or degrees in bilingual education or English as a Second Language. In districts that most actively promote schoolwide projects, interested educators and parents also participate in workshops, seminars, and long-distance learning, and frequently contribute to curriculum planning and decision making.

Staff development is closely aligned with schoolwide project goals and takes various forms: schoolwide retreats with the entire faculty, with planning communities, or with faculty and/or parent subgroups; continuing informal discussions among colleagues and across teams, often including parents; routine team planning or curriculum development meetings; participation in continuing re-education to learn Reading Recovery, Success for All, or other research-based teaching models; or stipend support so that teachers or administrators can return to school or travel to training opportunities in other communities.

Teachers frame the long- and short-term staff development designs of many schoolwide projects, and they seek out and contribute ideas that match their school's priorities. In many schools, a staff development committee routinely elicits suggestions for professional development topics, programs, or expertise that would benefit the overall project. District Chapter 1 personnel, curriculum consultants, and principals are alert to new resources that would benefit the school, or they send teams of teachers to examine concepts or program options that others have tried. Topics vary and the emphasis changes yearly according to shifts in student populations or programs. Common approaches include developing schools according to effective schools correlates; using new interventions such as Reading Recovery, whole language, or cooperative learning; or using science discovery or manipulative-based mathematics models.

Many schoolwide projects encourage teachers to visit colleagues' classes and discuss curriculum issues across grades and with team members. They use Chapter 1 funds to hire substitutes so that regular teachers can participate in or lead staff development workshops, engage in curriculum development, or observe other classrooms or schools to learn new methods and see new strategies in action.

Some schoolwide projects have formed effective, collaborative professional development arrangements with district-based or regional technical assistance centers and partnerships with universities, business organizations, and vendors of research-based programs or curriculum materials.

"We linked with two colleges, with [courses]...taught right here at McNair," said the principal of an elementary school in North Charleston, South Carolina. "Teachers got graduate credit to [attend]; Chapter 1 paid for the course. Ten practicum students came into the school...providing more intensified assistance to students." In Louisville, Kentucky, the district's Gheens Professional Development Academy has created partnerships with several staff development groups in the area, enabling schoolwide projects to coordinate their professional advancement needs with Gheens' resources. Among the most popular programs are those that enrich the basic academics, help teachers develop thematic curriculum units, promote site-based decision making, and improve teachers' knowledge of alternative and performance-based assessment. Reading Recovery teachers from one Louisville school also received continuing training through a year-long course that the University of Louisville instituted at the school's request.

Teachers and principals in schoolwide projects have considerable leverage in selecting staff development options and tailoring them to their schools' mission, or to teacher or parent education needs. The key is not program content so much as who decides the agenda and whether teachers have the chance to continue to teach as they develop professionally. It takes some juggling of schedules and a willingness by administrators to fund costs--university applications, courses, parking or registration fees, and day care arrangements--so that teachers or parents can meet after school or in evenings. But a willingness to make the necessary arrangements for teachers to continue developing professionally ensures that schoolwide projects are centers of learning for adults as well as for children.

Cultural inclusiveness. Schools with Chapter 1 schoolwide projects enroll students from diverse racial, ethnic, and cultural groups; they view cultural inclusiveness as a means of enhancing learning and participation for all students. These schools incorporate diversity and promote multiculturalism through planning, instruction, special activities, and school environment. Successful schoolwide projects embrace the diversity of their students as a resource that enriches learning. By celebrating cultural influences, prejudices gradually give way to understanding and respect for differences, making room for each student's individuality. Such schools become the cultural hubs of their communities.

At Hollinger Elementary School, teachers trained in ethnographic research interview students' families to gain a better understanding of their culture and then design a curriculum that connects cultural experience with academics. Clarke Street Elementary School in Milwaukee, Wisconsin, purchased instructional materials by Kunjufu that emphasize aspects of African American culture and are designed to build self-esteem in third-grade boys; teachers, who are mostly white, meet weekly to

discuss ways to promote African American themes. Balderas Elementary School in California provides literacy classes for students and parents in their primary languages.

Activities that celebrate or teach about cultures frequently are included in schoolwide projects, especially at schools where thematic instruction enables students to work on long-term projects. At several schools, students hold yearly multicultural fairs; periodic events, such as tortilla-making contests; and celebrations of holidays observed by Hmong, Cambodian, Laotian, African American, or Hispanic cultures. One school also arranges residencies by African American artists and holds annual "Martin Luther King Peace Awards" for students who avoid discipline problems. Other schools encourage visits to the school by minorities serving as career role models, classroom assistance by members of African American fraternities, and field trips to locations that illustrate aspects of Hispanic culture or history.

Schoolwide projects with strong multicultural components extend cultural inclusiveness beyond instruction or activities. At one school, murals illustrate prominent events or people from the cultures of Cambodian, Hmong, and Mexican students; at another, posters illustrating the concepts of the African American Kwanzaa holiday hang in hallways. Some schools stock Spanish-language books and biographies of Hispanic leaders in the school library. Project planners say these efforts reinforce connections between the cultural and traditional school subjects.

Bilingual education is also a major component of many schoolwide projects, from ESL classes for students and parents to magnet programs for gifted bilingual students. Some schools provide ESL training for all teachers; others have a bilingual teacher or aide in each primary-grade classroom. Many schoolwide projects offer cultural sensitivity training and study groups which, along with increased parent and community outreach, improve ties to the students' home culture.

Glassbrook Elementary School in Hayward, California enrolls Anglo, Hispanic, African American, Asian, Filipino, American Indian, and Alaska Native students. The school's project plan describes the culturally inclusive program as follows:

> The Code of Conduct talks about respect for diversity and states that "the use of 'hate words' is not tolerated and may result in suspension." We also have a "No Room For Racism" campaign. A poster went home with every student and is posted in every classroom stating, "No Room For Racism."
>
> The most comprehensive way we approach increased respect for diversity is through our site-developed, literature-based social studies curriculum...[that] focuses on the history, literature, geography, social contributions, and exceptional women leaders of many world cultures. Parents and community volunteers assist weekly in special classroom projects that include ethnic cooking, song and dance, art, poetry writing, and storytelling. Classes have participated in the celebration of Kwanzaa, an African [American] holiday of cultural affirmation.... Other special programs with a multicultural emphasis include theatrical performances, ethnic dance instruction and performances, and art exhibits.
>
> School facilities have been made available for panel discussions concerning African American and Latino issues affecting the children in our community. Teachers have organized and implemented African American and Latin American literature-based family activity nights. The school has become a gathering place for community celebrations such as Afghan New Year and Cinco de Mayo.
>
> Respect for non-English speakers is taught through example. The staff speaks Spanish, Farsi, Tagalog, and English. All written communication to parents...is published in Farsi, Spanish, and English. All parent meetings are conducted in the same three languages. Parent volunteers within the classroom are encouraged to speak in Hindi, Pashto, and Vietnamese while working with students of those languages. Half the students in our school are in bilingual classrooms where they learn to read and write in their primary language. The ability to speak more than one language is highly valued at Glassbrook. All of these elements ensure respect of students' multilingual heritage.

Parent and community involvement. Realizing the importance of parent involvement in education, many schools recruit and encourage parents to become partners in learning. More than an invitation to volunteer in the classroom must be provided, however. To obtain significant increases in parent involvement, schoolwide projects actively engage parents in planning and learning and target school-parent programs to the needs of the community and families. Although each school determines its own particular needs, some basic elements are common to most successful parent-school relationships. Parents are not merely volunteers; they are strongly encouraged to participate in school activities and to form organizations. Cooperation between parents and teachers enables the

schoolwide project to maximize instructional time for students, fosters a team effort, and relieves some of the oversight responsibilities carried by busy teachers.

Successful schoolwide projects follow a philosophy that school is a place where parents as well as children can learn and that entire families should use school facilities to meet their needs. Richmond Elementary School in Salem, Oregon, designed "Together with Families," a partnership program that received national recognition for its comprehensive approach to cementing school and home relationships. Parents take various leadership roles within the school and the community, offering parenting courses and meeting in neighborhood homes to learn how to foster children's learning in school and at home. At many schools, teachers or parent liaisons visit parents at home to provide information on child development and parenting, or keep parents with limited English proficiency informed about their children's progress. "Home-school coordinators"--full-time liaisons who cultivate relationships with parents--supply guidance, provide resource materials for younger siblings, and develop outreach programs. A coordinator or social worker may help parents who have limited English proficiency by providing newsletters and conducting meetings in their native language. In addition, many schools offer ESL classes and General Education Diploma (GED) preparation courses for adults; family resource centers or libraries that contain helpful material; and evening classes that teach practical skills, such as sewing and computer use. Some teachers videotape classroom events for parents, to broaden their understanding of the program; one school provided transportation for families living in areas without public transportation so that parents could attend parent conferences or other special events at the school. Schoolwide project planners say the efforts improve student attendance and achievement, enable all parents to participate in school activities, and increase a sense of school ownership among family members.

Parent outreach by the most successful schoolwide projects often extends beyond education to social services, with schools playing an active role to develop the "sound mind, sound body" of students and families through health classes for parents and coordination with state-funded community health clinics. Some schools also provide parent volunteers with minimal compensation or coupons that can be redeemed for food, clothing, or household items.

School volunteer programs and partnerships with local businesses and community groups also are essential to the success of a schoolwide project, providing goods and services that enable schools to maximize resources. Retired senior citizens serve as surrogate grandparents, helping students with homework during tutoring sessions. Local bookstores and television stations offer nontraditional classes, such as film making or cuneiform writing. At one school, U.S. Navy workers used materials donated by a local hardware store to renovate the playground.

Evidence of school and student progress. Following one of the tenets of effective schooling--that student achievement must be closely monitored--teachers and program managers link evaluation to instruction. Site-based management teams track multiple indicators of student progress and combine assessment strategies, including teacher-designed tests, standardized criterion- and norm-referenced tests, portfolios of students' work, and mastery skills checklists. Teachers regularly monitor students' level of project completion, the books they read, and their capacity to demonstrate in writing their understanding of the core content areas of math, science, and social studies. They also notice behavior problems, absenteeism, and the growth of supportive interpersonal relationships among children. In addition, parents learn to look beyond report card information to recognize improvements in their children's reading, writing, and mathematics skills. Often, grade-level and schoolwide planning teams survey colleagues, parents, and students to learn about program effects from many vantage points.

Under current federal law, schoolwide projects must demonstrate after three years that they are more effective than traditional Chapter 1 programs. To meet this accountability standard, schoolwide projects track students' annual standardized test achievement and other indicators to show a "preponderance of evidence" that their program is successful. Typically, successful schoolwide projects demonstrate increases in aggregate tested achievement ranges and the number of students performing at or above the 50th percentile on nationally normed reading and mathematics tests; the best schools go well beyond relying on standardized test measures. It is their attentiveness to multiple signs of educational need and accomplishment that drives project success.

Schools that have a broad orientation toward achievement for every student establish an assessment-based standard of early success. These projects intensify academic intervention in prekindergarten through third grade, using diagnostic assessments in reading and mathematics to ensure that children develop an implicit understanding of the information they need to learn. By maintaining portfolios of student work--when possible, on computers--and displaying evidence of student accomplishments throughout the school, teachers quickly see signs of academic success and risk.

Attentiveness to student progress on multiple dimensions increases promotion rates, reduces student mobility and absenteeism, and decreases discipline problems. As one schoolwide project principal observed, smaller class size and the elimination of pullout programs yield "a tremendous decrease in the number of referrals. Before, with packed classes, teachers didn't have time to stop and resolve problems--maybe even to involve the whole class in discussion about what was happening in their classroom. Every problem was sent to me."

A successful schoolwide project often reduces mobility and absenteeism among teachers and staff. As faculty take control over planning and decision making, they invest deeply in the student and school's success and are far less likely to seek transfers to less demanding school settings. In fact, the innovation and faculty collaboration that characterize schoolwide projects draw teachers from other, more affluent schools who seek out the schoolwide project because it enables them to participate in teaching partnerships or because it affords professional growth opportunities. Teachers have new responsibilities, including positions as team leaders, curriculum coordinators, or parent-community liaisons; they often can return to school to add specialized skills in bilingual education, English as a Second Language, science, mathematics, or reading curriculum supplements. Schoolwide projects also provide more opportunities for teachers to combine their regular classroom responsibilities with new roles as diagnosticians or staff development leaders.

Successful schoolwide projects show substantial parent and community involvement, with measurable increases in participation at parent meetings and in parent education programs, and a range of collaborations with business partners and community agencies. Parents assist in classrooms, attend parent nights, and participate in classes or programs to strengthen their parenting skills. At a school in South Carolina, a 32-person "Family Council" coordinates services that community agencies and businesses can provide to the school, and the council has begun to seek foundation grants to finance a new community center at the school. With the assistance of social workers and interpreters, a school in Houston attracted 130 parent volunteers--most of whom are part of a migrant community--who planned to open a new parent center. Community leaders from several of another school's business partnerships meet at least once a month to identify and explain promising technologies and explore ways to install them at the school.

Many of the schoolwide projects we studied have received substantial recognition for their achievements. Ganado, a primary school located on a Navajo reservation that has had a schoolwide project since 1985, regularly receives Arizona's annual Quality Program Award for excellence in academics and administration. Its programs also have been recognized by the National Council of Teachers of English and by the Arizona Association for Supervision and Curriculum Development. Site-based planning strategies and an innovative instructional focus in their schoolwide projects enabled Snively and New Stanley elementary schools to receive additional funding from RJR Nabisco.

Chapter 4
Challenges and Opportunities for Schoolwide Projects

Challenges and Opportunities

There are gratifying indications of the benefits of a schoolwide Chapter 1 orientation. However, practitioners are candid about the obstacles they confront as they design and implement more coherent educational services through the schoolwide Chapter 1 option; success stories do not unfold without false starts, and the routes to improvement are circuitous. Experienced project planners, when asked to describe the keys to their successes, emphasized their willingness to grapple with persistent challenges as well as a continuing belief in the opportunities that schoolwide Chapter 1 projects provide. The following areas concerned them most.

Adequate time to learn new roles. The transition to a schoolwide project involves introducing new and expanded roles, academic expectations, and management structures. Even new resources require that long-standing practices be adjusted. These changes can be disconcerting or overwhelming to some members of the school community; even with broad support, new initiatives can be tricky to coordinate smoothly.

Careful planning increases the likelihood that the schoolwide project plan will be sufficiently clear and comprehensive and that all members of the school community--including parents--will accept and support the plan's intent, design, and desired outcomes. Although reaching consensus is a slow process, planners of successful schoolwide projects acknowledge that "ownership" by all parties is essential. The process is facilitated when principals and teachers participate in workshops on effective planning and collaboration techniques to learn about the roles and responsibilities that must be shared and about changes in teaching that promote achievement. Some districts enable school principals and selected teachers to attend workshops on schoolwide project planning and technical support; others provide minimal guidance, often contributing to later implementation roadblocks. The experience of the Accelerated Learning Laboratory (ALL) School in Worcester, Massachusetts, illustrates how poor initial planning offers a lesson for better planning in the future, eventually leading to success.

The **ALL School** in Worcester, Massachusetts began its first cycle of a Chapter 1 schoolwide project with less than six months of planning time. According to one of the planners, the lack of planning time resulted in a project that allocated resources primarily for technology, used a less-focused curriculum, and redirected pullouts to primary grades. Teacher morale was low, and students fought openly in the classrooms. But the school spent a year planning its second cycle and revamped the curriculum, reorganized into grade "clusters," and established project-oriented learning and alternative assessments--leading to significant improvements in instruction, learning, and school atmosphere.

"Everyone thought...we needed to change attitudes," said principal Carol Shilinsky, who joined the ALL School during planning for the second cycle. Working with an experienced educator of gifted and talented students, teachers rewrote the curriculum to include a stronger social studies program; administrators reduced class size and eliminated pullout classes. Shilinsky met weekly with key program participants, building broad support; soliciting advice; and encouraging teachers, parents, representatives of local businesses and universities, and the city school committee to become involved.

Communication and involvement. Without exception, schoolwide project planners said that project success is directly related to the quality of communication among planners and the degree to which teachers are partners in planning and implementation. "The biggest pitfall is lack of communication," remarked a principal whose school is in its second project cycle. "It was hard for some people to see why things should be done differently."

Moving beyond reduced class size. Reduced class size is crucial to schoolwide project success because of the relationships between class size, classroom discipline, individualized instruction, and student achievement and self-esteem. Students in smaller classes receive more individualized instruction from the regular classroom teacher and assistants, and thus are more likely to be productively engaged. Ultimately, the attention they receive heightens self-esteem and connects them to the academic program. As one teacher in a schoolwide project said, "Children come to this school needing concentrated attention, both in instruction and in building relationships. Because we have the lower ratio, we can do it."

But reducing class size alone cannot ensure a successful schoolwide project without a focus on a sound, developmentally appropriate academic program. Detailed planning, staff development, teacher involvement, and district support enable schools to use reduced class size as a starting point for improving instruction schoolwide.

Adequate preparation for new resources. Successful schoolwide projects require extensive training of all teachers in uses of technology, new content and methods, and different teaching styles.

Often, teachers need preparation in programs such as Reading Recovery or Funds of Knowledge for Teaching or the use of science and mathematics manipulatives. Practitioners emphasize that everyone needs to receive information and some training--administrators and parents as well as the teachers who will conduct the program.

Including parents and the community. Organizers of schoolwide projects find that it is not enough to improve instruction, curricula, or materials. Success for the project depends on support from parents, businesses, special interest groups, and fraternal organizations. "You must network with the community you serve," explains McNair principal Patricia Rabon. "We turn to our community council of 32 contributing businesses and service agencies to help us support our students. We just cannot do it ourselves."

Achievement variability. Despite the strong academic programs and comprehensive assistance that schoolwide projects offer children, student performance on standardized tests can fluctuate from year to year. There are many reasons for this, even where standards are high and the academic emphasis is consistent: (1) populations in schoolwides shift frequently, (2) students most at risk perform in the extreme ranges of the achievement scale where the tests are least reliable, (3) English is a second or developing language for many students in schoolwide projects, (4) standardized tests do not always reveal performance competence, and (5) programs vary. It is up to schoolwide project managers to closely monitor program fluctuations and the effects on achievement.

Dips in achievement in schoolwide projects that are working well are rarely unexpected. Teachers know when a group of students have confronted difficulties, and the teachers anticipate performance below their goals. However, it is significant that these schools have structures that allow staff to adjust the program as needed. With the backing of planning councils and diagnostic teams, coordinating resources for success becomes a challenge for everyone, rather than the problem of a few.

Stabilizing change. The most consistent threat to schoolwide project success is the change in leadership that occurs all too often and too early in the life of many projects. It is not uncommon for enthusiastic district managers, seeing the success of a creative leader, to move an administrator who initiates a schoolwide project into a new administrative slot well before the new initiatives stabilize, sometimes as soon as only one or two years after a project gets under way. After the departure of a strong leader, even with shared decision making it takes time for a school to establish new relationships and to develop a shared vision with its leaders. Some sources say that as much as a year's progress can be delayed or lost. Even without such a change, achieving stable evaluation results after only three years can be difficult--especially when students are highly mobile, because the

neediest students may not have been exposed to the program long enough for it to take effect. "I think real change takes five to ten years.... Three years is just not enough," commented one district Chapter 1 coordinator.

Furthermore, despite the availability of Chapter 1 funds, state and local budget cuts may be so severe that they threaten the resource base of schoolwide projects and endanger continuity--as in the case of Fairview Elementary School in Anchorage, Alaska.

Fairview Elementary School in Anchorage, Alaska began a successful schoolwide project in 1989 that reduced the student-teacher ratio to 17:1, emphasized individualized attention to students, established a computer lab and Higher Order Thinking Skills (HOTS) lab, eliminated pullout services, and provided new opportunities for field trips and extracurricular activities. Students' test scores improved on average from the 34th percentile to the 48th percentile in reading, and from the 46th percentile to the 61st percentile in math. The school's district ranking rose from 54th--the lowest--to 27th; a local realtor reported a "dramatic" increase in the number of families seeking to move into the district so that their children could attend Fairview.

Despite its success, especially for students at risk, by 1993 Fairview faced a crisis. State budget cuts, coupled with rapid population growth, meant that the school had to provide more services with fewer resources. The 23-room school, originally designed for 272 students, faced an enrollment of 425. The student-teacher ratio jumped to 26-28:1 in some classrooms, despite the addition of nine portable classrooms--so the computer and HOTS labs disappeared to make space for classrooms. With larger classes, instruction became less individualized; with a tighter budget, field trips and extracurricular classes were cut. And when the principal who had implemented the project accepted a district position, Fairview faced a change in leadership.

The new principal has solicited grants from a local business to reinstate some of the special activities, but she says that without more funds--and especially more portable classrooms--it will be a struggle for Fairview to reduce class size again or bring back the special labs that were integral to the schoolwide project.

Conclusions

The schoolwide projects highlighted in this review have been led by innovators, educators, community leaders, and parents who believe in excellent education for children--regardless of their degree of disadvantage. In addition to the key program elements described earlier, these schools shared certain characteristics worth noting:

- They were located in elementary schools, often in schools serving children in prekindergarten through the second or third grades. Few middle schools with schoolwide projects came to our attention, and those that did are only in their earliest developmental stages.

- Many of the successful schoolwide projects served bilingual populations. These schools used bilingual educators, multiple languages, and strong family traditions in the bilingual communities as resources to strengthen the entire school effort.

- The schools were located in highly disadvantaged communities, often in buildings created to provide a very different kind of education in communities that were once affluent. Undaunted, the educators--in collaboration with their communities--sought and found rich resources of spirit, commitment, and caring to rely on as they "reinvented" Chapter 1.

There is great enthusiasm among the faculty, school, district, and state leadership teams that conduct these programs. While promising educational practice for disadvantaged youth does not come easily, success is possible when project participants find ways to work together under a unified mission to encourage every child to succeed. In multicultural settings, this often means that teachers learn to speak a second language and become educated in the many dimensions of tradition that help foster children's learning. It means cultivating the roots of history, or developing an appreciation for dialect, languages, or cultures that were previously unfamiliar. And often it means re-learning about cultures once thought familiar, such as African American or Native American.

Schoolwide Chapter 1 projects adapt the practices that researchers and practitioners have proven successful in the past: Instruction and curricula respond to students' previous achievements and involve a range of resources. The most promising practices establish strong ties to parents, include children as active learners, and are facilitated by state and local institutional arrangements. Teachers, principals, school administrators, and community members become partners and collaborators--members of teams that serve children more comprehensively. Every child becomes every educator's responsibility.

There are no packaged solutions, and no schoolwide projects remain static. The best projects are designed creatively to meet the needs of the children they serve; when the plans falter, educators redirect their energies to discover new and more appropriate designs. In time, the students change, too. Through hard work, time, collaboration, and mutual respect, Chapter 1 schoolwide projects can accomplish long-held goals of academic excellence for every child.

Chapter 5
Profiles of Effective School Projects

This section profiles 12 schoolwide Chapter 1 projects, each suggesting different approaches to improving educational services for students in high-poverty schools. The projects have been selected for their innovation and for the initial successes they have achieved. These profiles present projects in progress, not polished or finished models. Instead, they reflect 12 ways to envision a future Chapter 1--one that supports high-quality education and a consistent standard of educational excellence for all.

The Accelerated Learning Laboratory School (Worcester, Massachusetts)
Balderas Elementary School (Fresno, California)
Blythe Avenue Elementary School (Cleveland, Tennessee)
Cecil Elementary School (Baltimore, Maryland)
Ganado Primary School (Ganado, Arizona)
Glassbrook Elementary School (Hayward, California)
Hazelwood Elementary School (Louisville, Kentucky)
Hollinger Elementary School (Tucson, Arizona)
Lingelbach Elementary School (Philadelphia, Pennsylvania)
McNair Elementary School (North Charleston, South Carolina)
Sanchez Elementary School (Austin, Texas)
Snively Elementary School (Winter Haven, Florida)

Building on Children's Strengths

The Accelerated Learning Laboratory School (ALL School)
Worcester, Massachusetts

Overview

The Accelerated Learning Laboratory (ALL) School began its second schoolwide project in 1991 by connecting its theme-based curriculum to high academic standards for all students. Using projects more than textbooks, K-8 students integrate their knowledge in the core disciplines, learn to solve problems, and apply educational skills to the real world. Planning together, teachers and administrators promote accelerated, multicultural learning. The project's agenda for reform calls for a technology magnet school, a global studies curriculum, multi-grade "clusters," and an alternative grading system.

School Context

Located in the heart of Worcester's Hispanic community, the school enrolls approximately 500 students in pre-K-8. Ultimately, the school will include all grades, from preschool through grade 12. Approximately 28 percent of the students are non-white Hispanic, 15 percent are African American, 6 percent are Asian, and 50 percent are Anglo. Eighty-six percent receive free or reduced-price meals. Planners chose the school as one of Worcester's first four schoolwide project sites because it was known as a "tough" school with very low parent involvement. The city's Chapter 1 director persuaded local administrators to adopt a schoolwide approach and helped the principal design a project that began in 1988. A second cycle began in 1991, making the ALL School one of 13 current schoolwide projects in Worcester.

Major Program Features

Academic focus. All mathematics projects now incorporate the NCTM standards. The standards were also used to set up scope-and-sequence seminars in mathematics and to set high expectations for achievement in accelerated math classes--known as "math challenges"--for all students. Students in grades 6-8 are grouped together to attend seminars led by project specialists, which cover subjects from pre-algebra through algebra. Each five-week seminar focuses on a different academic standard, such as proficiency in probability and statistics or "real-life math" (e.g., keeping a checkbook or filing taxes). Students who lack basic math skills attend mini-workshops where they receive a heavy dose of specialized instruction while working to the same high standards as other students.

The ALL School curriculum uses special projects to find creative ways of teaching complex skills. For example, students in grades 3-5 simulated a 10,000-mile bicycle trek through Africa as part of an interdisciplinary project. After holding telephone conversations with adventurers who had actually made the trip to learn about the geography, the students created a scale map of Africa.

While learning to calculate time, rate, and distance, to read odometers, and to plot changes on a map, the students took turns covering the relative distance in five-minute intervals on stationary bicycles. "All day long, there are children on those bikes, peddling through Africa," the principal said.

Global studies became the connecting theme of the schoolwide initiative in its second cycle. Working in multi-grade clusters--K-1-2, 3-4-5, and 6-7-8--students participate in a curriculum that uses studies of geographic regions to accelerate learning and introduce multicultural themes. In the global studies curriculum, students in all grades study North and South America, Africa, Asia, and Europe for consecutive seven-week periods during the course of each year. Following a philosophy that "all children can and will learn when learning is built on their strengths"--and a belief that children learn at various rates--teachers encourage students to master basic skills and advanced concepts simultaneously. An emphasis on interactive, hands-on learning and team-oriented projects, for example, acquaints kindergarten students with fractions as they begin to learn math calculations. Older students are engaged in estimating the number of tiles that would be needed to replace the school's flooring, while others use compasses and draw maps to plot treasure hunts for their peers, who then use the same tools to find the "treasure."

The schoolwide project also supports a Higher Order Thinking Skills (HOTS) laboratory; a full-time curriculum specialist; an Accelerated Learning Lab teacher who works in all classrooms to stimulate critical and creative thinking skills or to offer in-depth help to advanced students; a technology specialist; manipulatives and trade books for students; and supplementary classroom equipment. A full-time technology specialist runs the television studio and helps students with projects, such as a talk show. Each classroom has four or five computers equipped with (1) a research and reference database; (2) sophisticated writing programs known as Write More-Learn More; and (3) basic-skills software programs that students use to practice reading, writing, and language skills. The school also plans to add whole language and complex mathematics software.

With implementation of the schoolwide project, Chapter 1 teachers became regular classroom teachers, reducing the student-teacher ratio in all grades from 25:1 to 20:1. According to the principal, this approach better serves the academic needs of Chapter 1 students and eliminates the stigma associated with a pullout program. Students are evaluated by a portfolio system rather than with letter grades, and they receive certificates for mastering standards that are described by leading professional organizations and the state. Teachers meet three times annually with each child's parent, making home visits if necessary. In addition, teachers are developing a system that allows students to set goals for skills development and personal growth. "We want to stop taking snapshots of kids and head in the direction of a motion picture," says one administrator.

The school promotes multiculturalism through its global studies curriculum and a yearly International Fair in which each class studies a country in depth and prepares a presentation for the rest of the school. Teachers conduct workshops to encourage parents to share their cultures with students, and periodically they invite international students from local universities into classrooms for discussions.

Planning and design. The school's first plan for a three-year schoolwide project used a less-focused curriculum, allocated resources primarily for technology, and relied on pullouts only for first and second grade to address the remedial needs of Chapter 1 students. According to Chapter 1 Director John Corcoran, the first schoolwide plan was limited in design and effect in part because teachers were not adequately involved in the changes. "It's been a pattern across the years that...we

don't give [teachers] enough information about what a schoolwide project is and what it means," he said. "It's human nature to question [whether] those new things are better than old things."

Planning for the second three-year cycle began with a year's lead time and emphasized common goals as well as increased collaboration between administrators and teachers. New principal Carol Shilinsky worked with a curriculum specialist who was an experienced gifted/talented educator to develop a coherent approach that focused on critical thinking skills. "Everyone thought...we needed to change attitudes, the culture of the school, the way it was perceived by the general public, the way teachers and kids actually thought about the school," Shilinsky said; the team set these as their goals.

Shilinsky met weekly with Chapter 1 and other teachers, parents, and representatives of local businesses, universities and the city school committee to build broad support and solicit advice. While teachers rewrote the curriculum to include a stronger social studies program, administrators reduced class size and eliminated pullouts.

Organizational/management structure. A steering committee composed of the school's entire teaching staff meets weekly to discuss issues, and a governance committee that includes members of the local business and educational community in addition to schoolsite leadership establishes policy. Parent volunteers help in the office and library and with special events. The project has extended the school day by one hour; afterschool programs offered during this hour include television production, art classes, a newspaper club, and individual or group tutoring by volunteers from a local bank.

Professional environment. According to the school's principal, shared decision making and open communication are crucial to the project's success: "It's absolutely mandatory that everyone keeps talking to each other...so the pieces on the table belong to the people who put them there, and the program that comes out of it, they buy.... I've seen a real increase in morale. I've seen an extreme willingness to get involved." Administrators encourage teachers to take seminars, workshops, or university courses in their areas of interest; fees for some are covered by project funds. Staff involvement in planning continues through participation in the school's steering committee meetings.

Evidence of Success

Administrators credit the successes at ALL School with attracting a national New America Schools grant that began in 1992-93. Pre- and post-tests administered in September 1992 and April 1993 showed increases in the number of students who scored above the 50th percentile in reading, mathematics, and social studies. In grades 3-5, the number of students exceeding the 50th percentile increased between 10 percent and 23 percent for reading and math. In grade 6, the number of students scoring above the 50th percentile increased 7 percent in reading and 6 percent in math. Social studies progress indicators showed the strongest achievement in grade 5, with a 20 percent increase in the number of students scoring above the 50th percentile. These results support the expectation that more reliable, long-term measures of growth will be similarly positive.

Discipline problems have decreased since 1991, with a student-run committee establishing and enforcing a code of conduct and some students negotiating contracts for changing their behavior.

Eighty-five parents have volunteered to assist the school, and the number regularly attending meetings of the schoolwide improvement council has grown from two to 20. In the future, the principal hopes to include parents more substantively in programs and involve students in more extracurricular activities. Administrators expect to base later assessments on desired outcomes such as attendance and dropout rates.

Engaging the Community in Learning

Ezequiel A. Balderas Elementary School
Fresno, California

Overview

Teachers at Balderas set high academic standards in core subjects for K-6 students, who learn the concepts of literacy and numeracy in the context of daily story-telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons building on the language, skills, and concepts that students already know allow teachers to provide learning opportunities that serve native English speakers and those with limited English proficiency equally well. The education program includes an electronic infrastructure, school-business partnerships, and intensive staff development designed to help teachers build on the special resources of a multicultural and multilingual student population.

School Context

Fresno Unified School District built Balderas as a year-round school to serve the district's new and growing multicultural population in Fresno. Ninety-eight percent of the students belong to ethnic minorities: 59 percent Asian, 28 percent Hispanic, and 11 percent African American. Early in 1991, the district used a new approach to choose a principal for Balderas with a strong record of successful innovation, a commitment to participatory management strategies, and a history of productive collaboration with the business community. Given a mandate for change from the district supervisor and four months lead time, the principal used observations as well as interviews to choose her staff and worked with them to create ground-breaking programs for the students who arrived in August.

Balderas serves 1,100 students, of whom about 750 are on campus during any term. Ninety-four percent of the students receive free or reduced-price lunches, and 70 percent have limited English proficiency (LEP).

Major Program Features

Academic focus. Balderas emphasizes hands-on learning, interdisciplinary units, a whole-language approach to reading and language arts, and development of both basic and advanced skills in core subjects. Using state and district curriculum guides keyed to California's curriculum frameworks, teachers provide students with activities that promote language development in both English and primary languages and acquisition of grade-level knowledge and skills in other subjects. Beginning in preschool and continuing to the sixth grade, classes may regroup into same-language clusters, led by an assistant, to read and promote discussions in the students' primary language. Teaching assistants fluent in the students' primary languages rotate among classrooms.

Teachers delay formal instruction in reading until the second grade but embed early literacy lessons in studies in the content areas. For example, students learn the concepts of literacy and numeracy in the context of daily story-telling and investigations in science and social studies, followed by related pencil-and-paper or computer work. Reading, writing, and mathematics are included in every appropriate interdisciplinary lesson. Multidimensional lessons building on the language, skills, and concepts that students already know allow teachers to provide learning opportunities that serve native English speakers and those with limited English proficiency equally well.

All students keep portfolios of their work, often including drawings, writing samples, and journals. Content-based activities, often involving cooperative learning, promote learning of academic content, reflection, language development, and task engagement. To ensure that multi-language students have the academic support they need, students belong to triads--cross-age groups of students--that meet after school and at other times during the year to work together on home work and class projects. In these "afterschool" groups, each student works daily with two others who speak the same language and helps them develop and apply their English language fluency.

Planning and design. The programs are based on these principles: (1) student, staff, and parent empowerment; (2) individual responsibility for learning; (3) active learning experiences; (4) high expectations; (5) interdependence; (6) character development; and (7) collaboration with community partners in education. Business partners from Dow Chemical, Pacific Bell, the Fresno Bee, and Continental Cablevision contribute their technical expertise in ongoing task force work aimed at making Balderas' electronic infrastructure a model for the nation.

Organizational/management structure. Balderas follows a year-round "90/30" program that divides students into four tracks of 250 students. Each track attends school for three months, followed by a month-long vacation while students from another track rotate in. In addition, extracurricular programs extend the school day two hours beyond the district's norm. During the first hour, all students work on homework in multi-grade groups. During the second hour, native speakers offer primary language instruction in Spanish, Hmong, and Khmer; approximately one-third of the students attend these classes.

Students in all grades belong to triads--groups of first-, third-, and fifth-graders or second-, fourth-, and sixth-graders--that meet during the afterschool homework period and at other times during the year. Within each afterschool group, each student works every day with two others who speak the same language. In addition, teachers keep classes for two years.

Professional environment. To meet state certification requirements for teachers of limited-English-proficient (LEP) students and to cultivate a knowledgeable and cohesive faculty, Balderas' principal negotiated with California State University, Fresno (CSUF) to teach a series of graduate courses organized to address the specific professional needs of Balderas' faculty. Teachers attended class for six weeks before school opened and studied the languages and cultures of students, among other general topics related to teaching LEP students. In 1991-92, they completed 180 hours of formal instruction in sessions planned during regular staff development time, after school, and on Saturdays. Virtually all Balderas teachers now possess the Language Development Specialist credential--a situation that is rare in the district and in the state.

In a precedent-setting arrangement with CSUF approved by state and district administrators, Balderas paid for the graduate-level course work with categorical funds. All teachers received

inservice credit for their participation; those who wished to apply the course work to a master's degree program and earn CSUF graduate credit paid a reduced rate for tuition and completed additional assignments. Program evaluation data collected after the first year indicate that participants considered the course work relevant to the demands of their work, and after passing the certification examinations, teachers' classroom experience confirmed that they had received the solid foundation of knowledge and skills required to meet the challenges of real teaching.

Cultural inclusiveness. The study and celebration of students' cultural resources influence every aspect of daily life at Balderas. Native language speakers provide daily and weekly afternoon and evening extracurricular classes in primary language literacy to all interested students and parents. Community leaders hold concurrent sessions of parent meetings and programs for each language group to involve all parents, using bilingual members to coordinate and unify parent planning. The four informal "pavilion" areas surrounding the media center in the large central courtyard of the school each feature a mural that captures important values of a certain culture: The Cambodian pavilion portrays the temple at Angkor Wat; the Mexican shows central characters in Mexican history; the Hmong summarizes the journey from Laos to Fresno; and the American focuses on the Explorer spacecraft, among other things the symbol of the Balderas Explorers. During the 1992-93 school year, the Balderas community celebrated the Hmong, Cambodian, and Lao New Years, African-American History Month, and Cinco de Mayo, in addition to having a multicultural fair.

Parent and community involvement. Parents of every cultural background actively participate in Balderas events; approximately 80 percent attend the monthly parent education workshops regularly. When a school site council was elected, hundreds of members of each language group attended pre-election meetings conducted in their own language and shared responsibility for choosing their group's representative. School-home communications are routinely translated into five languages and followed up with calls to parents who cannot read in any language. Two English classes are offered at the school for parents, and proposals are being developed to solicit funding for even more extensive parent education and family support programs. Each month the school offers a parent workshop that is given in the languages spoken by school families. Each group has a native-speaking presenter and an English-speaking teacher as a resource. According to a district administrator, the rate of parent and community voluntarism at Balderas is remarkably high, and the volunteer core includes many retirees and college students who work every day. At the parents' request, Balderas has a monthly open house during which the school's programs are explained, student guides take visitors on a tour of the building, and parents eat lunch with their children.

In addition to involving parents in the school, Balderas' principal continues to build relationships with important members of business and industry. Engineers from Dow, Pacific Bell, Continental Cablevision, the Fresno Bee, and other companies meet at least monthly to identify promising technologies, educate school staff about their applications to teaching, and plan ways to install them at Balderas. The school is already far ahead of others in Fresno with its computers, voice mail, and other electronic equipment, but even greater things are planned--fiber optics, a satellite dish, and networks with other cities and countries. The principal often attends management training seminars offered by these companies for their own personnel and makes presentations about her school to their boards.

Evidence of Success

Because of the care taken in planning and staffing this school's complex programs, Balderas has made a strong start, as shown by substantial support from members of the community, businesses partners, and higher education. First-year math and reading scores exceeded district norms (although some language-dependent subjects fared less well). By June 1993, Balderas had achieved first place in the district for student attendance--more than 99 percent of the students arrive at school on time regularly. Despite substantial risk factors often associated with transiency, Balderas reduced its transiency rate by one-quarter from its first to its second year. At the end of the second year, 50 percent of the parents gave the school's overall performance an "A" rating, and 30 percent gave it a "B" rating. Community pride in the school is evident--unlike other schools in the area, Balderas remains free of graffiti. In October 1992, Balderas received an "A+ for Breaking the Mold" award from the U.S. Department of Education, and in April 1993, it was named by Redbook magazine as one of the 177 best schools in the country, based on a review of evidence by a panel of experts.

Connecting Education with Experience

Blythe Avenue Elementary School
Cleveland, Tennessee

Overview

With a combination of Chapter 1 funds and dynamic leadership--and by concentrating on promoting early achievement, increasing parent involvement, making smart use of community resources, and improving staff morale--Blythe Avenue School is breaking the cycle of low achievement. The schoolwide project includes a readiness class for the transition from kindergarten to first grade, the whole language approach to reading, the IBM Writing to Read and Writing to Write programs, and a districtwide Discipline-Based Arts Program in which art is taught throughout the curricula. In 1993, Blythe Avenue was named an Arts Honor School by the Tennessee Arts Commission.

School Context

Blythe is located in a 50-year-old building in the heart of Cleveland, 30 miles northeast of Chattanooga. The school enrolls approximately 250 students in grades K-6, all of whom live below the poverty line. Eighty-seven percent of students are Anglo, 12 percent are African American, and 1 percent are American Indian or Hispanic. Between 40 percent and 50 percent of students move in and out of the district during the year, as parents seek jobs and affordable housing. The school is the poorest in the district, with 93 percent of students receiving free or reduced-price meals.

Major Program Features

Academic focus. An emphasis on high standards begins early at Blythe because the Chapter 1 schoolwide project's readiness program targets children between kindergarten and first grade who score below the 30th percentile on the standardized assessment. The readiness program introduces students to their community by taking small groups on field trips through nearby neighborhoods. On these trips, students learn how their personal and school experiences relate to the working world. A trip to a grocery store, for example, provides lessons about nutrition and applied mathematics--calculating costs and weighing and measuring vegetables--while exposing students to new foods and information about improving their diet.

The school used Chapter 1 schoolwide resources to establish an electronic infrastructure in the school. The Chapter 1 director purchased five IBM computers for each of the primary grades and six for each upper-grade classroom. Two networks, supported by more than $48,000 of software (including the IBM Writing to Read and Writing to Write programs), link the systems--one for grades K and 1, and one for grades 2-6. Teachers who initially were skeptical about the benefits of technology now are enthusiastic because of the students' improved literacy. Teachers use six days a year to learn about the hardware and software; according to the Chapter 1 director, "the computers [have become] an instructional tool to complement our programs, rather than [being] a separate

program." All students receive 30 minutes of computer literacy instruction each week in an Apple computer lab. The computer literacy program is not supported by Chapter 1 funds.

Discipline-Based Arts Education (DBAE), an independently sponsored partnership between Cleveland City Schools and the University of Tennessee at Chattanooga, strengthens the connection between arts and academics at Blythe. DBAE incorporates art history, criticism, aesthetics, and production, and is taught as its own discipline. Art is often integrated into other areas of instruction, including history, mathematics, social studies, and geography.

Planning and design. Blythe Avenue became a schoolwide project in 1989-90. To determine the best use of the funds, the district's Chapter 1 director held a brainstorming session with Blythe's faculty to identify the school's major needs and solicit suggestions for improvements. Teachers and parents responded to a survey by ranking items according to their importance. Two priorities emerged: to build a strong relationship between home and school and to reduce class size. The school then used Chapter 1 money to create the position of school-community coordinator to serve as a liaison to parents. Although structural constraints of the building precluded reducing class size directly, with the support of Chapter 1 funds the school added a multi-age class, a week-long reading and math summer camp program for fourth-, fifth-, and sixth-graders, and a half-day, extended-year program for rising first- through rising third-grade students to work on reading and math skills during the summer.

Organizational/management structure. Using what the principal calls a "participative" decision-making structure, teachers and administrators collaborate in implementing major building-level decisions, most notably the evolving design of the schoolwide project. School-community coordinator Carolyn Ingram became the principal in 1992, and set as her goals increasing and improving student attendance and strengthening the school's relationships with parents. Viewing technology as the vehicle to capture student interest and motivation to learn, the Chapter 1 director immediately used schoolwide project funds to purchase IBM computers and software in order to support the whole-language approach to literacy.

Parent and community involvement. The school-community coordinator serves as Blythe's major link to students' homes. The coordinator serves as a liaison between the school and parents and the community and frequently acts as an advocate. For example, during her tenure as coordinator, Ingram provided basic necessities for one of the school's parents--an unemployed father of five--and located a house and job for him. Through her efforts, many of the community's wealthier residents have been encouraged to become volunteers at the school.

Efforts to involve parents in the school include informal breakfasts hosted by the principal--"Donuts for Dads" and "Muffins for Moms"--a grandparents' luncheon, and the traditional open house and parent-teacher conference nights. Parenting skills classes emphasize the importance of education, homework, nutrition, and drug awareness.

Evidence of Success

Even with a large number of transient students, attendance increased from 88 percent to 95 percent between 1990 and 1993. The Blythe Avenue School is the poorest in the district, but it has attracted about 15 students from other zones. Similarly, several teachers from the most affluent schools in the district have asked to teach at Blythe. Parent involvement, including increased attendance at Parent Night and other similar functions, has tripled. Between 1991 and 1993, students showed 4- to 14-point percentile gains on the CTBS-4 Achievement Test.

Laying a Foundation for Success

Cecil Elementary School
Baltimore, Maryland

Overview

Parents, teachers, students, administrators, and community members helped Cecil Elementary School develop a schoolwide project that upgrades the academic content by intensifying the intervention in advanced and basic reading, mathematics, and language skills. The program--which features Success for All teaching strategies, a computer network, improved staff development, early intervention to prevent student failure, and reduced class size--has contributed to significant improvements in student achievement.

School Context

Cecil Elementary School is located in northeast Baltimore, where poverty, substance abuse, and violence are common; even some kindergarten students demonstrate familiarity with the drug culture. More than half the students entering prekindergarten and kindergarten have limited English-speaking skills and a lack of exposure to the world beyond their immediate neighborhood. All of the 712 students are African American, and about 85 percent receive free or reduced-price lunch.

Major Program Features

Academic focus. Setting high performance standards for students, the academic program individualizes education through computer-assisted instruction in grades K-5. Approximately half the students in prekindergarten through third grade follow a modified Success for All (SFA) program, and half follow a less-structured "traditional" program that focuses on skill development and comprehension. Success for All, developed at the Johns Hopkins University, is a prevention and intervention program based on the premise that every child can learn. SFA's major components include individual tutoring; reading-class groupings by ability, with fluid membership that is determined by reading assessments every eight weeks; extensive use of cooperative learning in reading and math; a family support team; and staff development.

At Cecil, SFA classrooms in kindergarten and first grade have two certified SFA teachers, who receive up to 30 days of training per year from Johns Hopkins; students receive an extra 30 minutes daily of reading skill development in small groups. Second- and third-grade SFA classes have a Chapter 1 teacher, in addition to the regular teacher, who works with small groups. Most newly hired teachers are trained in SFA.

Cecil's prekindergarten program emphasizes the development of receptive and expressive language through a daily, two-and-a-half-hour program based on whole-language concepts. In what the principal describes as "an eclectic approach," students indirectly learn to follow directions, make

decisions, and react appropriately to different social situations while working in large and small groups on language skills. For example, children use puppets to discuss a story read by the teacher, or form a group to talk about their daily experiences. A Chapter 1 aide is assigned to each class, maintaining a student-teacher ratio of 10:1.

An extended-day kindergarten program with a student-teacher ratio of 13:1 teaches concepts, pre-reading skills, and a healthy, positive self-concept. In the first grade, two certified teachers instruct students who demonstrate the severest need, with a student-teacher ratio of 15:1 and an emphasis on individual success for each child.

Students in grades 2-5 spend 25 minutes daily in other computer labs. Cecil has three computer labs with a total of 58 Apple, IBM, and Macintosh computers, as well as two take-home computers for students who are ill. Computers are used primarily for the IBM Write to Read program and to reinforce skill development individually, with pre- and post-testing. Teachers select software for students who need help in specific areas, allowing them to work at their own pace; students are evaluated and their computer use is redirected every two weeks.

Planning and design. An assessment in early 1988 alerted school officials to the need for skills improvement among Cecil students. The school began its first year as a Chapter 1 schoolwide project in the fall of 1988, with a goal of increasing the average performance level of students in reading, mathematics, and language arts; the current goal is to raise student performance to the 80th percentile. Program development is based on the premise that the prevention of failure in a child's early education will lead to success throughout the child's school life.

A Chapter 1 parent advisory committee and a school management team (with representatives from every facet of the school) meet monthly with administrators to discuss the academic program and progress toward goals. Results of these discussions are communicated to parents, students, and teachers through a "Parent Information Forum and Get Acquainted Meeting" held each September. Monthly PTA activities and other parent involvement strategies reinforce goals throughout the year.

Planning since 1990 has been influenced by state-mandated performance testing and statewide adoption of a competency-based curriculum. "Our children were not prepared for the changes. We knew that education was expanding," the principal says. "We knew we had come up with tactics that were capable of being adapted to any change--and we wanted to maintain those, because we knew they were effective." In September 1992, teachers at Cecil began developing a database that integrated state, city, and schoolwide educational approaches. The database includes curriculum objectives at each grade level, instructional strategies, skills requiring staff development, and materials available within the school. Teachers working on the project received a stipend and met during school hours when students were in art, library, or physical education classes. A consultant hired by the principal helped the teachers develop teams to write the database.

Professional environment. The primary focus for staff development is on integrating higher level thinking skills into the curriculum. All regular and Chapter 1 staff participate in professional development. Cecil's school-based activities include four hour-long sessions per month and Saturday workshops (last year, teachers attended about 20). All sessions are planned by the Cecil staff development team and draw on staff with particular expertise, central office personnel, Chapter 1 specialists, and members of the educational and business community, such as IBM and Johns Hopkins.

At workshops, teachers discuss incorporating thinking skills and problem solving into social studies, science, and health; integrating the curriculum through thematic units; and using the inquiry approach to instruction. Teachers work in grade-level teams to study the curricula, plan activities and teaching strategies, and monitor student progress. In addition, staff participate in one full-day and four half-day sessions mandated by the district.

Cecil's management team takes an active role in all key decisions affecting the instructional program. The team surveys the staff for areas of interest and curriculum needs, communicates with the administration regarding program adjustments, and schedules activities to support the academic program.

Parent and community involvement. Cecil receives funds, services, materials, and equipment from the PTA, Johns Hopkins University, Abell Foundation, Urban League, Poets of Dunbar, East Baltimore Youth Services, and other local businesses and community groups. The schoolwide project's family outreach includes an annual "awards night," patterned after the Academy Awards. Students receive trophies for perfect attendance; scholastic achievement; improved citizenship; responsibility; safety awareness; and success in citywide reading, spelling, or mathematics contests. In 1992, 502 trophies were awarded; according to the principal, students are so eager to win trophies that they will attend school even if sick, or will send their parents to school to pick up or deliver homework.

Evidence of Success

Cecil students continue to achieve high scores on standardized exams. Between 1991 and 1993, the percentage of students scoring above the 50th percentile on the CTBS increased at every grade level except fourth grade. The number of students in all grades scoring above the 50th percentile rose from 43 percent to 76 percent. The schoolwide project's promotion rate is 96 percent to 98 percent. The principal credits the annual awards program with ensuring near-perfect attendance records.

A Holistic Approach to Language and Culture

Ganado Primary School
Ganado, Arizona

Overview

Ganado has been a schoolwide project since 1985, but in 1990 the staff used the updated schoolwide project guidelines to revitalize and strengthen the quality of its academic program. Today, Ganado's Chapter 1 schoolwide program supports a holistic approach to education through a school-within-a-school format, intensive staff development, and parent involvement. The curriculum is designed to integrate the Navajo language and culture within disciplines and to promote literacy and language development.

School Context

Ganado Primary School, located in Dine' Bi Keyah (Navajoland), enrolls approximately 450 children in grades K-2. Ninety-eight percent of students are Navajo; 58 percent of incoming students have limited English proficiency; and 23 percent speak neither English nor Navajo fluently. The student transiency rate is 20 percent, and 85 percent of students qualify for free or reduced-price lunch.

Major Program Features

Academic focus. The academic program combines the goals, values, and traditions of Navajo culture with recent instructional and curriculum reform initiatives. Through its schoolwide project, Ganado has developed a more integrated program of reading, writing, and problem solving; Chapter 1, special education, and English as a Second Language (ESL) programs are fully integrated into the classrooms.

Literacy is the focus of Ganado's child-centered curriculum. Programs are structured to take advantage of children's natural ability to make sense of the world and to model an integrated approach to language arts. They are based on the following four premises: (1) children should be immersed in a literature-rich environment; (2) reading, writing, and vocabulary are interrelated processes; (3) basic skills should be taught while children are actively engaged in reading, writing, and vocabulary learning, rather than through isolated practice; and (4) higher-order thinking and reasoning skills should be integrated within reading, writing, and vocabulary lessons.

An uninterrupted block of time, scheduled every morning, allows students to work individually or in groups with teachers and assistants or to participate in a newspaper club or fine arts program (television production club). First- and second-graders also attend special classes in the Navajo language twice a week. Using activities such as plays, writing, and arts activities, children

learn to converse, read, and write in Navajo. Approximately half the teachers are Navajo, as are most assistants and support staff.

Beginning in 1992, Ganado adopted the Collaborative Literacy Intervention Project (CLIP), a reading intervention program that targets the lowest 20 percent of first-grade readers. After one year in the program, most students advanced to the level of top-achieving readers. Adjunct activities, such as the Learning Enrichment Acceleration Program (LEAP), provide fine arts activities for second graders, including drama, music, visual arts, and dance. Through a literacy program sponsored by the U.S. Postal Service known as "Wee Deliver," students manage a mini-postal system within the school that distributes an average of 85 letters per day written by students to friends, teachers, or the principal. In the school's publications laboratory, students have created, typed, formatted, and bound almost 700 books. Programs sponsored by Pizza Hut and Reading is Fundamental, Inc. also promote literacy. All students have daily access to classroom computers and computer laboratories. Since beginning the schoolwide project, Ganado has purchased 137 new computers and plans to add at least 20 more during the 1993-94 school year.

With Chapter 1 and district funds, Ganado also provides counseling programs for students and families that address topics such as drug prevention, addiction, co-dependency, parenting, marriage, and family issues.

Organizational/management structure. Ganado adopted a school-within-a-school organization in 1988 to increase collaborative planning and cooperation among teachers. There are three school units--the South School, the East School, and the West School--each of which operates as a family composed of 130-140 students and nine teachers. Students are assigned randomly to one of the three schools when they begin at Ganado, and unless parents request a change they remain with the same teachers for all three years.

The South School, emphasizing team planning, began in 1988-89 with nine teachers who volunteered to pilot an experiment in team-implemented curriculum and instruction. The collaborative planning and cooperation among South teachers met with such success that another group of teachers established the East School in 1990. East School has two types of nontraditional classes: six multi-age classes (K-2) and three "Project Success" classes, one for each grade. In Project Success, special education students are matched with an equal or larger group of accelerated students. A team with one regular and one special education teacher teaches the heterogenous group of special needs students. The West school, more traditionally organized, was staffed by the remaining nine teachers who gradually have begun to incorporate into their program some of the innovations used by their colleagues in the South and East Schools.

In the three school units, Chapter 1 teachers and aides serve all children, and Chapter 1 funds have enabled smaller classes and individual attention to children schoolwide. All regular teachers are certified to teach ESL or bilingual classes.

Staff development and parent involvement. Many other changes encourage collaboration and communication at Ganado. Teachers meet monthly to discuss schoolwide and subschool issues, and representatives of the three schools meet monthly to address concerns and issues. A special committee of teachers, assistants, and key staff meets monthly with the principal to offer feedback and contribute to educational decisions. Staff are encouraged to attend classes at area colleges, attend workshops, and visit other schools. Within the school, teachers have time to visit colleagues' classrooms and

discuss curriculum issues, and they attend workshops and weekend seminars to explore selected topics in depth. Every six weeks, teachers hold "curriculum conversations" with colleagues that focus on specific areas of curriculum and instruction.

A full-time instructional resource teacher at the school serves as a mentor and coordinates staff development, curricula, schoolwide activities, and two resource rooms. Staff development supports instructional priorities identified by the principal and teachers. For example, when the CLIP reading intervention program was implemented in 1992, Ganado arranged for a consultant to train teachers; by the end of the 1993-94 school year, 20 of 25 classroom teachers are expected to be certified in the program.

Through Ganado's volunteer program, 16 parents assist in classrooms and may attend weekly parent education classes taught by the school counselor. The parent leader of the teacher assistant group also participate in a schoolwide advisory committee.

Evidence of Success

Ganado students have shown overall achievement gains, although not always at the rate sought by school planners. Absences from school among "at-risk" students--those who missed 15 or more days the previous year--decreased 36 percent, and the daily student attendance rate is 94 percent. At-home reading levels have doubled since 1990-91. In a fall 1992 schoolwide survey, 50 percent of parents gave Ganado and its programs an "A" rating; 38 percent gave it a "B"; and 12 percent gave it a "C."

Ganado has received numerous state and national awards for its initiatives. It has regularly received the Arizona Quality Programs Award for excellence in academics and administration. In 1990, the school was selected as a National Lead School by the National Council of Teachers of English in their Centers of Excellence for Students at Risk program. In 1990, two of its programs, Project Success and Taking Turns, won Exemplary Curriculum Program Awards from the Arizona Association for Supervision and Curriculum Development, and in 1993 Ganado was named Arizona's Exemplary Reading Program by the Arizona Reading Association.

Building on What Students Know

Glassbrook Elementary School
Hayward, California

Overview

Consistent with the spirit of the California Curriculum Frameworks, the Chapter 1 schoolwide project at Glassbrook Elementary School is tailored to meet the specific needs of its culturally diverse and economically disadvantaged students. Adopting the credo, "We believe that powerful teaching creates powerful learning. We are all teachers and we are all learners," the staff builds new learning on the knowledge and skills that students bring to the school. An integrated curriculum, learning centers, and a diverse support staff in all classrooms captures the interests and engages the energy of all children. Parents--a vital resource--are regular contributors to the multicultural and multilingual curriculum. An extended school day for all students increases instructional time and offers enrichment and extracurricular activities.

School Context

Glassbrook Elementary School is located in the Tennyson/Harder Corridor of Hayward, California, an area with high rates of poverty and crime. (The local police department reports that 80 percent of crime in Hayward occurs in this area.) The school enrolls 435 students in grades K-3. Of the 70 percent minorities, about half are Hispanic and the others are Afghan, African American, Asian, Filipino, or Indian/Pakistani. Fifty-seven percent of students have limited English proficiency; most use Spanish as the primary language. Over half of Glassbrook families receive federal Aid to Families with Dependent Children (AFDC), and approximately 93 percent of students qualify for free or reduced-price lunches. Between 60 and 70 percent of the students move in or out of the school each year.

Major Program Features

Academic focus and cultural inclusiveness. Bilingual instruction makes all children participants in peer coaching, cooperative learning, and learning through projects and experiments. Social studies is the framework for integrating other core areas of the curriculum, such as language arts and math, through thematic units. Each thematic unit lasts approximately three weeks and highlights a particular culture or ethnic group. On Wednesdays, students in some classes rotate through six to 10 learning center activities in math, reading, and writing that focus on the language and heritage of the featured culture. A cooking activity designed to reinforce basic math skills uses a recipe from a particular ethnic cuisine; music and art classes also present lessons that pertain to the cultural unit under study. In the centers, teachers modify activities to accommodate each child's achievements and developmental stage. A writing center that includes book-making may be adapted to allow students to develop writing skills. This challenges all children and enables them to succeed.

promote self-esteem and social skills. To prepare teachers to work with the diverse backgrounds and learning styles of their students, teachers also received training in Howard Gardner's multiple intelligences theory. The training helped teachers use the multiple talents and competencies of their students so that all students can achieve their full potential in school. One outcome of using Gardner's theory has been that teachers appreciate and celebrate students' gifts in interpersonal relations, a gift that contributes to learning but falls beyond the traditional definition of academic ability.

Parent and community involvement. The schoolwide project has encouraged parents to become partners in learning. During planning for the project, all Glassbrook parents received a survey designed to elicit their view of what needs the school should address. Now Glassbrook offers classes for parents in English as a Second Language (ESL) and in parenting and child development. Each year, three or four parent workshops are funded by Chapter 1 and California's program of Economic Impact Aid (EIA).

As part of its schoolwide restructuring, Glassbrook also worked to bring more parents into the school. Now, parents volunteer in the classrooms and learning centers. Plans call for adding an on-site center during the 1993-94 school year, staffed by a parent liaison, where parents can leave young children while they volunteer or study in any of the school's adult education programs.

The school has a continuing partnership with a local restaurant, whose manager volunteers every Wednesday in the third grade learning center, leads field trips to the restaurant, and sponsors parties and events for Glassbrook children on Halloween, Christmas, and Earth Day.

Evidence of Success

Glassbrook's schoolwide project has been in place for just one year, so only short-term effects can be known. Nevertheless, the principal reports notable reductions in behavior problems and retentions, an improved school climate, and increased parent involvement. Such strong collaboration has emerged among teachers that, faced with cuts in state and local funding during the past year, the staff found various ways to continue the important planning and scheduling flexibility that the previous year's resources made possible. Student outcome achievement data are not yet available.

As a result of the schoolwide project and the district's restructuring efforts, Glassbrook's curriculum is child-centered, multilingual, and multicultural. The teaching staff bases its approach on respect, tolerance, and an appreciation for cultural diversity. Chapter 1 funds helped purchase multicultural literature in English and made it possible to translate various materials into students' primary languages. In compiling literary sources, the school called on various community associations for recommendations and asked a nearby Native American group to suggest books that accurately portray American Indians.

Planning and design. Planning for Glassbrook's schoolwide project began in 1990, prompted by a mandate from the state to address declining test scores with vigorous action. The principal, committed to building consensus around new programs, formed a 12-member leadership team with support staff and a teacher representative from each grade to lead the school's planning and restructuring efforts. Team leaders organized smaller groups to design a plan to improve curriculum, instruction, and discipline. The district helped the planning by allowing early release of students every Wednesday so that teachers could continue their planning. According to the principal, "There was a climate for change, which met with very little resistance"; the project was implemented in 1992-93.

The project design initially focused on improving math instruction but expanded to include most aspects of the academic program. For example, the bilingual program was revised to include instruction in all areas, not just reading, and the English as a Second Language (ESL) program was enhanced by having most teachers begin the process of becoming accredited as language specialists.

Organizational/management structure. The schoolwide project replaced pullout programs with in-class interventions in which special educators, language specialists, and regular education teachers worked together daily to instruct all children. In addition, the school day extends from 7:30 a.m. to 4:00 p.m., during which time students take reading in their primary language as well as in English, work in the computer laboratory, and participate in various extracurricular activities, including gymnastics and classes on Mexican folklore.

Since approximately half of Glassbrook's students are native Spanish speakers and the other half are native English speakers, the school has eight bilingual classes, one in each grade. Eight Spanish-speaking bilingual teachers and five language development specialists conduct the bilingual instruction for both English- and Spanish-speaking students. Using a "staggered" activity schedule, teachers alternate the language of instruction in a consistent pattern each day, offering core subjects in both English and Spanish and relying on bilingual learning centers and students' writing. Glassbrook also offers "sheltered language" classes at each grade level for students who speak languages other than Spanish and English.

Professional environment. The schoolwide project orientation employs instructional assistants more flexibly, according to the principal: "[Glassbrook has] built in a more consistent and coherent match between teachers and instructional assistants. The emphasis throughout the project is on increasing collaboration--among instructional assistants, among teachers, and among teachers and instructional assistants."

Professional development is closely aligned with schoolwide project goals. For example, during the 1992-93 year, staff development was heavily oriented toward building students' self-esteem. Teachers received inservice training in PRIDE, a social development program designed to

Integrating School Restructuring with Other Reforms

Hazelwood Elementary School
Louisville, Kentucky

Overview

Hazelwood Elementary School initiated its Chapter 1 schoolwide project in 1991-92 to incorporate state and district school restructuring, high standards, and reform initiatives that upgrade the academic program in core disciplines. The project established site-based management and authentic assessments, increased teachers' accountability for all students, and promoted professional development and parent participation. Key components are a literature-based program for preschoolers, reduced class size, expanded science and Reading Recovery programs, an ungraded primary, thematic instructional units, a peer mediation program, and a Parent/Teacher Resource Center.

School Context

Hazelwood Elementary School is located in the south end of Louisville, Kentucky, an inner-city area that includes a large federal housing project. The school enrolls approximately 630 students in preK-5. Fifty-two percent of students are Anglo; the remaining 48 percent are African American with the exception of three Vietnamese students. Ninety-three percent of the students are eligible for free or reduced-price lunch.

Major Program Features

Academic focus. As a result of becoming a schoolwide project, Hazelwood has changed and expanded its instructional component in several areas.

- A new focus on preschool children uses immersion in a literature-based program to alleviate early language problems.
- The science program has expanded to meet higher state and national standards, using thematic units to integrate math, language arts, and problem-solving skills.
- Various research-based literacy instruction approaches have been systematically implemented.
- Instructional teams using interdisciplinary, thematic units in an ungraded primary setting have been created.

Also as a result of implementing the schoolwide project design, the school expanded its Reading Recovery program by hiring two additional staff members trained and certified in the program. The emphasis in Reading Recovery is on "recovering" attitudes and skills that promote

independent reading. Hazelwood tests all incoming first-graders on their reading, and Reading Recovery teachers work with them as needed in groups of four students.

Chapter 1 funds also support two program adjuncts: a Parent/Teacher Resource Center that houses the resources teachers use in daily lesson planning, instructional materials, and take-home educational resources; and a comprehensive intergenerational literacy program that includes GED and parenting training as well as instructional components for preschool children. The Parent/Teacher Resource Center uses parent assistants to help organize and prepare materials for all teachers to support their lessons and promotes a broader distribution of educational materials. Before the schoolwide project began, math manipulatives and special reading materials were available only to Chapter 1 staff; now, through the center, they are available to every teacher or instructional assistant.

Planning and design. Hazelwood's staff decided during the 1990-91 school year to adopt a Chapter 1 schoolwide model, after rejecting the option on two previous occasions. The district Chapter 1 coordinator attributes the decision to the Kentucky Education Reform Act (KERA) of 1990, which established a statewide context for school restructuring and reform, and to the leadership and vision of a new principal. A planning committee that included teachers from each instructional team and professional group in the school designed and implemented the schoolwide model. Every Chapter 1 teacher and instructional assistant also served on the committee; according to the principal, this was crucial to winning support "because their roles were going to change so drastically." The district provided inservice training on the schoolwide program, policies, and practices, and the committee held brainstorming sessions throughout the year, planning and submitting proposals to the faculty for review. The committee controlled decisions regarding staff assignments under the schoolwide project, and had discretion over the portion of the school budget designated for materials and resources, such as math manipulatives, that were not previously available to all students. The schoolwide project was implemented in the fall of 1991.

The design of Hazelwood's Chapter 1 schoolwide project reflects the integration of both state-level systemic reform initiatives--most notably, KERA--and the district's reform and restructuring efforts, which emphasize school restructuring, parental choice, site-based management, and professional development through a special child development project and the Gheens Professional Development Academy. "Hazelwood uses the schoolwide as a nice umbrella for pulling everything together, including the restructuring efforts of KERA--site-based management, authentic assessment, and parent inclusion," observed the district's Chapter 1 coordinator.

Organizational/management structure. The staff's decision to implement a schoolwide project significantly changed the school's organization. First, it reduced class size from an average of 28 to between 16 and 18 students and eliminated the pullout program, increasing program integration. According to the principal,

> There is no longer any discontinuity of the program.... This is particularly important because between 93 percent and 95 percent of our students are at risk. They bring a lot of social [and] emotional baggage with them. Sometimes you need to address those needs before you can even think about academics. Now, under the schoolwide, we're given a lot of leverage to meet the needs of that child.

Teachers and instructional assistants who had previously operated the Chapter 1 program are now part of the regular staff. All teachers belong to teams, and primary-level classes are ungraded. As one

classroom teacher says, "Now *I* am the Chapter 1 teacher who has to see to it that [disadvantaged students'] needs are met, and I can do it now because of the smaller class size."

Professional environment. The primary vehicle for staff development in the district is the Gheens Academy, established ten years ago by a foundation grant. The Academy is a "clearinghouse" for staff development, enabling teachers and schools to form partnerships with diverse groups including the University of Louisville Center for Excellence; the National Education Associates Learning Lab Network; the Coalition of Essential Schools; and the National Center for Restructuring Education, Schools, and Teaching. Hazelwood's instructional teams decide which of these professional development activities are of interest to the staff, and Gheens offers inservice training. Programs of particular interest have been those that support the primary program, help teachers develop thematic curriculum units, and promote site-based decision making. In addition, Hazelwood's Reading Recovery teachers receive extensive assistance from a year-long course at the University of Louisville, followed by a year of close district supervision and evaluation.

Parent and community involvement and supplementary resources. Through its Parent/Teacher Resource Center, Hazelwood offers the Peer Mediation Program. The program, developed by the school counselor and two teachers, is based on a "social problem-solving model." Students who experience physical, psychological, or emotional problems have the option of "working it out together" or having the issue mediated by a trained peer. A consultant hired with Chapter 1 resources conducted the initial teacher preparation and presented the program to the first group of student mediators. The school now sponsors its own mediation workshop. "Before [the program], this really was a school where kids resolved conflicts by meeting each other after school," says the district Chapter 1 coordinator. "Now kids are learning to resolve conflicts in a non-violent way. If we've saved...one child from being beaten up, it was worth it."

Chapter 1 funds also provide partial support for the comprehensive intergenerational literacy program, developed in cooperation with the district's Child Development Project and a grant from the Kenan Literacy Foundation. While maintaining a focus on adult education, Hazelwood provides GED preparation classes, parenting classes, and other educational and health services to parents. Parents also are encouraged to serve as teacher assistants and organize and oversee outreach programs such as Adopt-a-Kid, Shoe-a-Kid, and Clothe-a-Kid.

Evidence of Success

The evaluation data on all Chapter 1 schools in the system indicate that the schoolwide projects in Louisville are succeeding. These results include the CTBS test results for Hazelwood. Individual students' scores from Hazelwood's last year as a regular Chapter 1 school and at the end of its first year as a schoolwide project showed that the majority of students improved. The school also reports that 90 percent of the first-graders in the Reading Recovery Program leave the program before the end of the year. Other evidence of effectiveness includes increased parent participation, teacher requests for transfers into the school, the near absence of staff turnover in the past two years, and parents' choice of Hazelwood over other area elementary schools in which they have the option of enrolling their children. Parent participation has increased notably since the schoolwide project was

implemented. Attendance at the PTA open house jumped from no more than 50 parents to 450 parents for the 1992-93 school year.

Hazelwood's principal reports a drastic drop in the number of disciplinary referrals since the schoolwide project was implemented, and the district Chapter 1 coordinator adds that the overall climate of the school has improved with the elimination of the pullout programs:

> Formerly, all of our Chapter 1 activities were conducted through pullout programs. [Chapter 1] kids with problems were out in the halls moving from one pullout to the next, and we had a lot of problems there. Children were being labeled as Chapter 1 and were resenting that labeling. Now, if you asked [students], I don't think they could tell you a lot about Chapter 1 per se, but they'll tell you how great Hazelwood is. And when they move, they move with a purpose, within the instructional program.

An Ethnographic Approach to Multicultural Learning

Hollinger Elementary School
Tucson, Arizona

Overview

Hollinger Elementary School's Chapter 1 schoolwide project is based on a year-round calendar with an extended-day schedule; a two-way bilingual program; weekly staff development sessions; an anthropological approach to home visits that generates interdisciplinary, multicultural units; and a full-service family support center. The school's goal is "to provide the ultimate learning opportunity by which students are able to develop their full potential and become successful members of the community." To this end, Hollinger has implemented programs that offer students and their families opportunities to boost academic achievement and resolve social and economic problems that interfere with schooling. These efforts include a preschool program and additional teachers who provide in-class help for low achieving students during reading and language arts instruction.

School Context

Located on Tucson's southwest side, Hollinger enrolls about 770 students in grades preK-6. More than 92 percent of the students are Mexican-American; about half speak Spanish fluently and English with limited proficiency, while most of the rest are fully bilingual. The student mobility rate averages almost 70 percent, and virtually all students receive free or reduced-price lunches. Most of the staff are bilingual, and about three-fourths are Hispanic.

Major Program Features

Academic focus and cultural inclusiveness. The school's academic program is closely aligned with the cultural goals, values, and needs of the surrounding community through a bilingual program, outreach to parents, and inclusion of community members in the life of the school.

At Hollinger, students' cultural heritage is recognized as a resource for enrichment. In a two-way bilingual program, all children receive instruction in Spanish and English for part of every day. Those who are not fluent in both languages study English or Spanish as a Second Language (ESL or SSL) in addition to regular language arts in their primary language. The whole school environment is bilingual and bicultural. Every classroom has student work, rules, displays, and other visual elements presented in English and Spanish. For example, social studies reports and lunch menus might be written in English, while class rules and book reports are presented in Spanish. Student work and enrichment materials in both languages cover the walls of classrooms and hallways. To support the high value placed on bilingualism and biculturalism, the school hosts the district's only magnet program for gifted bilingual students. One of the teachers in the gifted program is considered to be an instructional leader, often recruited as a mentor by colleagues wishing to learn his innovative methods. For the most part, the school encourages second language acquisition through bilingual

instruction in content areas supported by ESL or SSL classes, rather than as a separate and isolated pursuit.

Hollinger offers three 12-week trimesters alternating with three-week, theme-based "academies." The trimesters run from August through November, January through March, and April through July. In December, April, and mid-July, the academies feature full-day programs organized around themes chosen by the teachers. Participation in the academies is voluntary for both students and teachers. Participants will attend events for five hours a day and may stay for afternoon recreation programs. Teachers apply for the assignment by submitting proposals to the school improvement team for activities related to the theme.

Organizational/management structure. A school improvement team composed of teachers, parents, and community members guides the project. In August 1993, Hollinger will become one of Tucson Unified School District's (TUSD) first year-round schools. Hollinger also provides afterschool activities for students, after-dinner classes and workshops for families, and courses in adult education and computer literacy. Three or four evenings a week, the library and computer labs are open for community use.

A centerpiece of the Hollinger academic program is the Kellogg Foundation-funded project, Funds of Knowledge for Teaching (FKT), adopted by the school in 1991. Developed by the Bureau of Applied Research in Anthropology (BARA) at the University of Arizona, FKT fosters a powerful connection between the culture of the community and the culture of learning at school. BARA staff--including a Hollinger teacher on leave to study at the university--trained all Hollinger teachers to gather and analyze information about the community through interviews with students' family members. Teachers first attended several "retreats" in which they learned the relevant principles and procedures of ethnography. In the first two years of the project, teachers visited 150 families in their homes during monthly early dismissal days and other release time set aside for this purpose. Together, they recorded community knowledge about farming, childcare, animal husbandry, retail trades, construction, auto repair, and international commerce. Teachers wrote curriculum units that drew on students' familiarity with these areas to promote mastery of district goals and objectives across academic subjects. During the second year, Hollinger used BARA project funds to employ three part-time substitute teachers, whose services enabled regular teachers to make time for home visits and develop curricula.

As a result of these activities, Hollinger teachers have begun to transform the method and content of their teaching and their relationships with the community, shifting to more hands-on activities in familiar contexts. For example, one fifth-grade teacher drew on the expertise of a parent to develop and teach a unit on clothing that included studying clothing ads, analyzing labels, learning about fashions and design through history, examining patterns of weaving, and experimenting with fabric durability. Another teacher used the candy-making and selling activities of a student's family as the basis for a unit that incorporated study of geography, nutrition, computation, graphing, and language arts.

Professional environment. The FKT project allows teachers to identify and implement new curricula and teaching strategies based on their ethnographic research. The school's regular staff development program gives teachers additional opportunities to expand their professional knowledge and skills. Staff development activities are conducted on a weekly, rotational basis. On the first Wednesday of the month, teachers at each grade coordinate plans and share ideas for the upcoming

weeks. On the second and third Wednesdays, teachers organize sessions--led by peers or outside consultants--in which they learn new skills and share new curriculum materials. For example, the BARA staff may work with one group on ethnographic interviewing and lesson development, while a teacher presents the results of a new interdisciplinary unit to a second group. Early in the month, teachers register for the sessions that meet their needs, and the principal uses the sign-up sheets to track teachers' interests and achievements. On the fourth Wednesday, teachers conduct home visits, using the FKT approach to learn as much as they can about community life. Many teachers have become adopted members of their students' families and have found family routines, religious practices, and celebrations to be a rich resource for curriculum development.

Parent and community involvement. Comprehensive outreach to students and families is provided through Family Wellness Centers, which TUSD has installed in several of the poorest neighborhoods of the city. The one serving Hollinger is located in a nearby school; a small satellite office operates at Hollinger. The center staff includes a certified teacher, counselor, parent liaison, and other support personnel who help families solve problems that affect children's schoolwork. For instance, if a staff member discovers a serious family problem while investigating a case of student absenteeism, she can help the parents obtain emergency relief, sign up for medical help or welfare, or meet with others who can assist right at school. Hollinger offers a special program--Parent and Child Education (PACE)--to promote physical and intellectual development among four-year-olds and their families.

Evidence of Success

Several indicators suggest that the changes caused by shifting to a schoolwide orientation are fundamentally improving in the way Hollinger operates. In spring of 1993, students' scores on nationally standardized tests rose an average of six Normal Curve Equivalents (NCEs) for students in grades 4 and 6 in core subjects. Prekindergarten and kindergarten students' end-of-year ratings of overall development and preparedness for academic work reflect substantial growth. According to a district evaluator, Hollinger's gains contributed to an overall district profile of Chapter 1 student success that won recent praise from the state Chapter 1 office. Student attendance has improved in the last two years, and the promotion rate is 100 percent.

Faculty turnover has been all but eliminated. Although most Hollinger students fall into an "at-risk" category and the building itself is old-fashioned--factors that can make a school an unattractive assignment--even teachers whose tenure gives them priority in reassignment choose to stay. In a faculty of about 45, the only vacancies last year arose from two retirements and one spouse transfer. When the school opted for a 12-month program, the only teacher to leave was the one with a successful summer business that could not easily be reorganized; even he asked only for a year's leave to make the necessary adjustments before returning to Hollinger. Teachers, area administrators, district personnel, and university staff report that staff morale is high, as is community participation. They attribute much of the staff's energy and optimism to the leadership of the principal, who started her administrative career at Hollinger four years ago. The teacher education programs at the university now make extensive use of Hollinger for field placements. They have already begun to consider how to adjust the placement schedules to take advantage of the school's stimulating professional climate despite the imperfect match between the university and school calendars.

Coordinating Services to Promote Learning

Lingelbach Elementary School
Philadelphia, Pennsylvania

Overview

Since 1988-89, when Lingelbach Elementary School implemented a Chapter 1 schoolwide project, student learning has been enriched by a combination of support and educational services. The project's philosophy--that every child must have the opportunity and appropriate support to succeed in school--is backed by a commitment that students will achieve high academic standards through an interdisciplinary, thematic curriculum; a unified language arts program; emphasis on higher order thinking skills and whole language; cooperative learning; and parent involvement. The school seeks to provide a strong, content-based program for all students. Regularly scheduled meetings enable pairs, teams, and groups of staff and parents to discuss each child's progress. As a result, standardized test scores have steadily climbed and students have demonstrated improved performance.

School Context

Lingelbach enrolls about 400 students; almost all are African American (compared with 65 percent districtwide), and 78 percent receive free or reduced-price meals. The school offers two Head Start classes and two full-day kindergartens and serves grades 1-5. The student mobility rate was high when the schoolwide project started, because of nearby shelters for homeless and abused people and apartment buildings rented on a monthly basis. The large shelters have since closed, but Lingelbach continues to serve a large homeless population.

Major Program Features

Academic focus. Lingelbach teachers gear their ambitious academic program to students at different achievement levels, using cooperative learning and in-class assistance from support teachers and aides to ensure that students attain proficiency in core subjects. Using the Communication Arts Network, students learn reading, writing, and language arts by publishing literary magazines and producing video programs. Teachers use whole-language approaches in language arts and invite parents to monthly "author teas," where students read aloud their creative writing. Lingelbach is Philadelphia's pilot site for the Reading Recovery program, in which a specially trained teacher works individually with first-graders who have trouble reading. In mathematics, the use of manipulatives improves concept learning, problem-solving strategies, conflict resolution, and higher-order thinking skills as well as verbal articulation. A math specialist and program support teacher help students develop computer knowledge.

School documents state that "success is achieved by creating reasons and needs for learning through the arts." In pursuit of this philosophy, children create videotapes, books, poems,

collections, a literary magazine, and a school newspaper. Other special programs include violin lessons, which begin in kindergarten. A National Endowment for the Arts grant supports learning through the arts and architecture, and computers are used in each classroom to promote growth in critical thinking.

Planning and design. Lingelbach teachers and parents designed the schoolwide project in 1987-88 through consensus, in an attempt to combat low achievement, low grades, and poor attendance among students. The planners met regularly until the program was implemented in 1988-89, and they continue to meet to diagnose the program's changing status and make adjustments. At the suggestion of teachers and parents, the project included smaller classes and extra teachers to provide special instruction, enrichment, and reinforcement for transient students. The staff, parents, and school leaders meet weekly and monthly to evaluate the project's progress toward its goals.

Using daily informal discussions, reduced class sizes, and classroom aides, teachers work with students in regular classes to promote achievement. Lingelbach coordinates its services through project team and grade meetings, with the goal of preventing early school failure. In addition, teachers of students with severe problems meet with the school psychologist, the principal, resource teachers, and other specialists on a Pupil Support Committee. This committee designs individual programs for at-risk students and follows their progress carefully, adjusting services as changing circumstances require. An afterschool "homework club," supervised by teachers and aides, gives homeless and latchkey children a safe and orderly place to complete assignments. A support teacher monitors attendance, advises colleagues, and tutors the lowest-achieving students.

Professional environment. Staff development is provided at the school (at least 20 hours each year) and also districtwide (10 hours each school year), to improve teachers' knowledge of whole language teaching, assertive discipline, and cooperative learning. Staff members assess their own needs and formulate a staff development schedule with the principal. Staff development activities often include the entire staff; classroom assistants also attend school-site and district-level training sessions twice a year. Topics are decided at staff and leadership team meetings.

Parent and community involvement. Lingelbach's partnerships with community groups and institutions add breadth and depth to its regular programs. Faculty and students from the University of Pennsylvania worked with Lingelbach teachers to devise new strategies for literature-based reading instruction. Drexel University helps develop and implement plans for using computers to promote improvement in students' critical thinking skills. Senior citizens' groups send volunteers to the school each week to tutor and read aloud to students. A nearby church has adopted the school, providing before- and after-school care for students at a nominal cost. Cable companies provide facilities for film editing of student productions. A bookstore owner, formerly a middle school principal, has taught the kindergartners about cuneiform writing and helped them create their own books of hieroglyphics. Through her efforts, the kindergarten viewed a cuneiform display shown only to selected audiences. She also has helped the school collect multicultural fairy tales.

Parents participate on committees and attend monthly meetings for updates on school programs. In addition, the school sponsors a parent coordinator who, during home visits to families, advises on parenting and homework assistance.

Evidence of Success

Since the schoolwide project began, Lingelbach's students' scores on standardized tests have improved almost 18 NCE points in math and 9 in reading. The number of children who qualify for Chapter 1 services academically has decreased almost 13 percent. The percent of children earning A's, B's, and C's has increased, while the percent earning D's and F's has decreased. Attendance has increased on average from 85 percent to 93 percent.

Serving Multiple Needs with Multiple Programs

Ronald E. McNair Elementary School
North Charleston, South Carolina

Overview

A new principal, a commitment to achieving ambitious academic standards, and a new emphasis on collaboration with community agencies generated a Chapter 1 schoolwide project that transformed Ronald E. McNair Elementary School. McNair's project draws its strength from the support of other initiatives in the community, the creative use of school-business partnerships, community involvement, and assistance from the state and district Chapter 1 offices. Launched in the 1991-92 school year, the project emphasizes a rich content through parallel block scheduling, "extension" classes, a full-day kindergarten, a Higher Order Thinking Skills (HOTS) lab, and a summer program for low achievers.

School Context

Ronald E. McNair Elementary School is located in a high-poverty, high-crime urban area of North Charleston, South Carolina. The school enrolls 534 students from prekindergarten through fifth grade. Ninety-eight percent of the students are African American. More than 95 percent of the students receive free or reduced-price lunches.

Major Program Features

Organizational/management structure and academic focus. Many attribute the positive changes at McNair to the arrival of the new principal who transformed the school-based management team into the School Improvement Committee under the Chapter 1 schoolwide project plan. The plan makes block scheduling the centerpiece of McNair's organizational structure, giving teachers and students two periods of uninterrupted class time in reading and math. The classes are split into more homogeneous groups during the math and reading group times; later, the whole class gathers for language arts and social studies-science-health. Students visit the computer lab every day for 30 minutes of individualized computer-assisted instruction in reading and math. A computer assistant monitors the lab and answers students' questions.

Instruction in reading and math classes focuses on achieving high academic standards through acceleration, enrichment, and higher-order thinking. The reading teachers use a whole-language approach that integrates reading, writing, listening, and speaking within planned units of study that include various genres and topics. Math teachers use manipulatives to promote hands-on problem solving. Teachers frequently use cooperative learning techniques.

The county's kindergarten curriculum is the basis of the full-day kindergarten, and the Story Telling and Retelling (STaR) Program, developed at Johns Hopkins University, focuses on language

development. In the STaR Program, children listen to several readings of the same book and then retell the stories to the teacher or teacher assistant. Each week, the kindergarten teachers meet to discuss the theme for the coming week and to share ideas and materials.

The readiness program, offered during the first-grade reading and math periods, targets the lowest-scoring first-graders. Each readiness teacher uses interactive and multisensory math and reading with a group of eight students, while the rest of the class remains with the first-grade teacher. For example, the students may read a story about birds and then practice number skills by counting the number of birds perched in a tree. The afterschool program operates two days a week for the 50 lowest-scoring students in grades 1-5 (10 students per grade). Five teachers staff the readiness programs, and students receive both computer-assisted and direct instruction.

The lowest-scoring fourth- and fifth-graders receive daily instruction in the Higher Order Thinking Skills (HOTS) Lab. Because of block scheduling, they are not singled out for special attention but participate in HOTS as a regular academic activity.

A six-week "summer enhancement program" uses science to improve the reading, writing, and math skills of nearly 200 students in grades K-5--those who score below the 50th percentile on district tests. Each grade explores a different scientific topic, including marine life, plants and animals, the natural world, space, energy and magnetism, and conservation and preservation. During the three and one-half hour sessions, students take field trips, perform experiments, read, write, and solve math problems.

Planning and design. McNair began planning the schoolwide project in 1990-91 as part of a program improvement plan to deal with high retention rates and low academic achievement. More than one-fourth of the students were retained in their grade levels, and the school consistently ranked as the lowest in the district on nationally standardized tests. The schoolwide plan also aimed to reduce student and teacher absences, improve school climate, and increase parent involvement. The principal credits this unified approach with the project's success: "Instead of writing a separate school improvement plan or a separate management plan, we consolidated both into the schoolwide project. The [schoolwide] project goals became the school's goals, and the school's goals became the schoolwide project's goals."

Planning and implementation of McNair's schoolwide project occurred in four phases: (1) the School Improvement Committee--including staff and parents--collected evaluation and demographic data that enabled the committee to identify problem areas and propose solutions; (2) the committee developed a schoolwide project plan; (3) a "restructuring team" of 10-12 teachers and staff members reviewed the plan and presented a final version to the entire faculty; and (4) the entire faculty attended a two-day retreat to learn about the schoolwide project. The schoolwide project was implemented in the 1991-92 school year.

McNair's adoption of a schoolwide project was the catalyst for several related changes. The Chapter 1 pullout program shifted to parallel block scheduling for all students in grades 1-5, and Chapter 1 teachers became "extension teachers," providing enrichment activities to many more students. The school also added a full-day kindergarten, a readiness program, and an afterschool program offering remediation in reading and math for the lowest achievers in grades 1-5.

Professional environment. McNair provided staff development during its first year as a schoolwide project in the areas of whole-language instruction, NCTM standards and math manipulatives, direct teaching, questioning strategies, cooperative learning, writing across the curriculum, publishing and bookmaking, and effective discipline. Two teachers received training in the Junior Great Books Program and have included some of those books and activities in their classes. During the 1991-92 and 1992-93 school years, all staff (37 teachers and 8 instructional assistants) participated in two graduate courses--"Cooperative Discipline" and "Teaching Reading Through a Literature Emphasis"--taught by faculty from The Citadel, the school's business partner, and paid for with Chapter 1 schoolwide funds. The 1992-93 staff development plan also allocated time for team building and planning and for a schoolwide retreat focusing on effective discipline, the schoolwide project, and the needs of at-risk students and their parents. Classroom materials and instructional supplies are available to the faculty in several resource rooms.

Parent and community involvement. The schoolwide project allowed McNair to add computer-assisted instruction to a GED class for parents and other adults from the community. A teacher works individually with adults who are unable to read or are uncomfortable working in groups. Volunteers provide child care during GED classes.

In 1992-93, a McNair teacher assumed the newly developed position of parent educator to coordinate parent involvement activities, including monthly parent meetings and/or workshops; a monthly newsletter; homework envelopes to improve home-school communication; a student handbook; a schoolwide behavior management plan; and a parent resource library.

The parent educator also coordinates the McNair Family Council, a coalition of local agencies, associations, and businesses organized at the same time as the schoolwide project. The council strengthens the school's relationship with the community by cooperating with other agencies and associations on projects that will benefit students and families at McNair. Members are directors or staff from most of the local social service and governmental agencies, school representatives, and parents. For example, through the OASIS Sports Program, a school-community initiative endorsed by the council, the housing authority provides buses to transport students to area playgrounds for supervised afterschool activities.

In addition to its staff development partnership with The Citadel, McNair has partnerships with a nearby Navy base, a hardware store, and Taco Bell. As a result, Navy crews painted the school's interior and built playground equipment using materials donated by the hardware store. Members of the Navy's Command Missile Assembly group coordinate schoolwide clean-ups and serve as tutors and mentors to students.

Evidence of Success

After its first year with a schoolwide project, McNair's average scores on the standardized tests for fourth- and fith-graders rose from the 1st percentile to the 25th percentile. The school's ranking has moved from the lowest to the middle range of comparable schools in the district; and promotion increased more than 2 percent across all grades. In addition, the school placed students who repeatedly failed in existing high-interest, academic programs with students their age. "We began to look at the number of multiple retentions--extreme cases where you had a 13-year-old child

still in the fifth grade. There are district programs to which these children can be channeled," explained the principal.

Since the implementation of the schoolwide project, the school climate has also improved. Staff turnover is negligible, and teacher attendance in 1991 met the state's criterion of 96 percent. More parents became classroom volunteers or members of the McNair Family Council, and parents became more active in school-community events. Several parents began to research the process of obtaining grants from charitable foundations to help finance a new community center on school grounds. Summing up the project's effect on the school, the principal says:

> The schoolwide project is so exciting....Everyone in the whole school has gotten involved, not just the Chapter 1 people but everyone--the cafeteria manager; the school counselor, who also serves on the McNair Family Council; the librarian, who has arranged for guest puppeteers ... There's just a lot of ownership for [the schoolwide project].

Taking a "Balanced" Approach to Academic Excellence

Sanchez Elementary School
Austin, Texas

Overview

The schoolwide project at Sanchez Elementary School follows a philosophy that emphasizes learning in all core disciplines. Featuring a year-round schedule, increased instructional focus, accelerated mathematics, and a take-home library program for kindergartners and parents, the site-managed program began in 1989 as part of a district initiative to use Larry Lezotte's (Lezotte et al., 1980) effective schools correlates to improve schools with high concentrations of poor students. After reducing class size and establishing a solid professional development strategy, the Sanchez staff committed itself to developing programs on the basis of monitoring and self-evaluation on behalf of children, a process it continues today.

School Context

Sanchez serves approximately 500 students in prekindergarten through grade 6. The student population is almost 98 percent Hispanic, 2 percent Anglo, and less than 1 percent African American or Native American. The mobility rate is low but the poverty rate is 93 percent, and 40 percent of the students have limited English proficiency.

Sanchez was one of 16 schoolwide projects that Austin Independent Schools initiated in 1988 to reduce the amount of instructional time students lost when they left their regular classes for Chapter 1 services. Initially, a 30-person districtwide planning committee established a district-based "Priority Schools Plan," outlining the requirements for all schools' Chapter 1 schoolwide projects. Austin's Chapter 1 director reports that approximately 90 percent of the district's schoolwide resources now finance additional teaching staff; the remainder supports professional development, instructional materials, and specialized services for at-risk students.

Major Program Features

Academic focus. When the schoolwide project began at Sanchez, it used analytic strategies proposed by the Lezotte's (1980) effective school concepts to redirect instruction. At that time, in addition to reducing class size, the schoolwide project established a new structure to ensure that every student received comparable amounts of instruction in all core disciplines; students with special needs received supplementary help in reading and mathematics. Sanchez has modified its use of the Lezotte approach to add programs and strategies that set new, higher academic standards and use innovative instructional strategies including whole-language instruction, Reading Recovery, discovery-based science, cooperative learning, and hands-on mathematics instruction.

Today, Sanchez adheres to the district's basic curriculum but the schoolwide project enables faculty members to make their own decisions about how to improve teaching for students most at risk. Several teachers wanted to strengthen students' science learning by instituting discovery teaching--learning through projects and experiments. Recognizing the unique needs of their bilingual population, they turned to a discovery-based bilingual science program called Finding Out/ Descubrimiento. The teachers used schoolwide project funds to learn these new discovery and hands-on strategies, and later shared their knowledge with other interested staff.

Before the schoolwide project began, students' Chapter 1 reading took place in a pullout program. Now, in addition to their regular classroom learning time, low-achieving students receive small-group tutoring for at least one hour per week. Still more instructional focus occurs in two computer laboratories for students in grades 2-5. In one lab, offered twice each week, students develop writing skills; in the other, offered for a half-day each week, students use computers to improve higher-order thinking in reading and mathematics.

Students with limited English proficiency are grouped in separate classes with bilingual teachers. Most bilingual education is conducted during the language arts instructional block; English as a Second Language is offered during science and social studies.

Planning, design, and management. Reducing class size, a central goal of the district plan, became the starting point of the Sanchez schoolwide project. The school added four teachers and lowered the student-teacher ratio to 15:1 in prekindergarten though grade 2, 18:1 in grades 3 and 4, and 20:1 in grades 5 and 6. Sanchez expanded its schoolwide activities beyond the minimum district requirements, however, to include the following components: a short-term, accelerated mathematics program; small-group tutoring; a take-home library of books and videos for kindergartners and their parents; professional development for teachers; and a school-based management system. In 1992-93, the school adopted a year-round schedule that provides 12 additional weeks of class for all students and, during vacation, an intensive mathematics "academy" for students scoring below the 30th percentile.

Austin's schoolwide projects are directed by "campus leadership teams," and at Sanchez this team follows the principal's counsel: "Work closely with faculty and parents and move in their direction, embracing their ideas.... Take advantage of their input, and keep them involved." To achieve this goal, the Sanchez leadership team--including teachers and other school staff, parents, and district representatives--meets monthly to plan, monitor, and direct the Chapter 1 schoolwide project in coordination with the school's other programs.

Professional environment. The site-based management team identifies and addresses staff development needs. Topics vary from year to year, but they include science discovery strategies, hands-on and manipulative-based mathematics, whole language approaches, and cooperative learning. Several teachers are now learning to use Reading Recovery to target intervention to the lowest-achieving readers in first grade, who will receive 30 minutes of daily individual instruction that emphasizing strategies for understanding written language.

Staff development has shifted recently from the Lezotte model to a more school-determined, eclectic approach. In some cases, one teacher may learn an instructional technique and share it with others; in other cases, the entire staff may investigate a particular technique. The Chapter 1 office supports this effort by helping schools locate experts in strategies of interest. An instructional

coordinator from the Chapter 1 district office works closely with the school to support the staff's professional interests, seeking out the most highly recommended programs and notifying the staff of programs or strategies that are consistent with their overall philosophy and goals.

Parent and community involvement. Sanchez's schoolwide project uses a parent educator to increase parent involvement in the school through parent education, a newsletter, and volunteer work. The effort has been so successful that the principal now explains, "We were able to get parents involved so that now it is their PTA--but previously, *I* was the PTA." The PTA sets its own budget and agenda.

Evidence of Success

Sanchez received performance gain awards from the state in 1990 and 1992. The monetary awards recognize schools whose students show academic improvement over a three-year period. The mean NCE gain in four out of six grade levels at Sanchez in 1992 was above the national average. Sanchez students also did well on the Texas state assessment program (TAAS) in third- and fourth-grade writing, but less well in reading and mathematics. In writing, 79 percent achieved "mastery"; in reading, 55 percent; and in mathematics, 69 percent.

Creating "The Ultimate Community School"

Snively Elementary School
Winter Haven, Florida

Overview

> The secret to success is doing things schoolwide [because] you will never change with just one teacher doing things.... You need the entire school and parents together.... You need to learn what works and what doesn't.
>
> -- Principal, Snively Elementary School

Through a schoolwide project that began in 1989, teachers, parents, and administrators revamped Snively Elementary School to provide learning experiences that help all students meet higher standards of achievement and embrace parents in the education process. The project introduced interdisciplinary, thematic instruction using a curriculum written by teachers; established an alternative assessment process; extended the school year; and reduced class size in all grades. Snively emphasizes collaboration and became the focus of community activity through adult education, community health services and recreational facilities, home visits, and rewards for parent volunteers.

School Context

Snively is located in a small rural town in central Florida divided by an interstate highway. Approximately 400 students start school each September; that number climbs to about 500 when migrant families join the community. The student population is almost equally divided between Anglo and Hispanic children; African Americans make up the remaining 1 percent. One-third of the students move across district or state lines at least once during the year. Poverty is high, with 95 percent of the students receiving free or reduced-price lunch. Many students have come from Mexico, and about 20 percent of the total student population have limited English proficiency.

A districtwide committee meets annually to oversee the Chapter 1 program. The school operates under site-based management, with the Chapter 1 program coordinated by the Effective School Team (EST) that governs decision making at Snively.

The decision to give teachers broad authority under the schoolwide program is strongly supported by the district Chapter 1 director, who states: "Give the money to teachers and let them do with kids what is needed.... They know the needs, but frequently we don't ask them for ideas." But the same administrator cautions that successful schoolwide projects require a clear structure and long-term planning: "Schoolwide needs to be thought out.... It must still reach the Chapter 1 children."

Major Program Features

Academic focus. Snively staff create an educational climate in which individual talent can be discovered and developed. The school's philosophy emphasizes the importance of achieving high academic standards, physical growth, and emotional stability, recognizing that these can best flourish in an atmosphere of acceptance and understanding. Students follow an interdisciplinary core curriculum and are assessed by a teacher-developed evaluation after completing each curriculum unit. A detailed scope and sequence chart lists specific standards for achievement at each grade level; for example, third graders learn to organize paragraphs, speak effectively before a group, read a thermometer, and add and subtract decimals. Teachers define thematic units for each grade level; sample themes for fourth graders are "Mexico," "the United States," and "Native Americans." Fourth graders begin the school year with a four-week unit of study on Mexico. They study Native American culture, civilization, history, and contributions to architecture, mathematics, literature, and art. The unit culminates in a day-long celebration of Mexican Independence Day and cultural presentations. Art and music teachers incorporate their instruction into this content-based unit. Third-graders study the history and geography of the U.S.-Mexican frontier, and other grades study Mexican family traditions and customs.

The program also includes "Step Ahead Days," during which students apply their learning to real-life situations. At the beginning of a unit on economics, each class adopts a particular role: job interviewing, production, or bartering. The classes work with each other so that all students learn about each role and understand the concepts before actually studying the subject. Sometimes, classes save the exercise until the end of the unit; after a unit on the American Revolution, classes representing different states re-enacted historical scenes. Other projects include a unit on transportation (which included a visit to the school by a helicopter), a Medieval festival, and visits to businesses.

Teachers revise the curriculum constantly to ensure that it is consistent with high academic expectations and is appropriate for students. The Chapter 1 director says teachers are so committed to their collaboration that they work on Saturdays and on their own time to develop new ideas. "When you have teachers revise the curriculum, they have ownership because it was developed based upon needs they perceived," she says. "This is what makes it work."

Snively offers two early-intervention prekindergarten programs funded by the state and in 1993-94 will add two more programs funded by Head Start. A state-funded program, First Start, supports two regular and two portable classrooms and two parent educators; one portable operates as a family resource center to help families with children below the age of two. The school also has reading development program called "Early Discovery," which is targeted to students identified by teachers and testing at the end of kindergarten. Students begin the program in first grade, leaving the class for half an hour each day for individual instruction; each semester, the Early Discovery teacher helps a different set of students. The program has been so successful that the school plans to expand it to the second and third grades.

Planning and design. Eight years ago, Polk County officials considered closing Snively--which some school planners described as "the dirtiest and worst school in the district." The Chapter 1 program was "a nightmare," with participants in grades 4-6 grouped into one class to receive Chapter 1 services all day long. But community pressure forced the district to keep the school open.

Under the leadership of a new principal in 1988, teachers and administrators developed a schoolwide project plan to improve the entire school. The district office provided technical assistance and fostered communication between Snively staff and other schoolwide projects.

Faculty, parents, and community representatives on Snively's EST met frequently for six months to plan the project. Teachers rewrote the curriculum to follow an interdisciplinary, thematic unit approach and visited parents at home to solicit support for the new project. The school used Chapter 1 funds to hire additional teachers, pay for professional development, and purchase new materials. The new staff reduced the teacher-student ratio to 1:18 for primary grades and 1:20 for upper grades, achieving a class size that teachers believed would better serve the needs of all students. After noticing a lack of recreational opportunities for local children--and crowded summer tutoring programs at a nearby church--administrators used an RJR Nabisco Foundation Grant to extend the school year through July. (The Nabisco grant was obtained after planning had begun for the schoolwide project, but both were implemented in 1989.)

Snively's schoolwide project promotes continuous professional development based on teachers' needs and interests, multiple roles for teachers, shared decision making, and consultant and peer support. With implementation of the schoolwide project, teachers began meeting one day each month to collaborate on planning.

Cultural inclusiveness. An English as a Second Language (ESL) program features one full-time teacher and three paraprofessionals. All Snively teachers, except for the most recently hired, have ESL training. ESL students participate in a two-hour pullout program every day; when these students are in the regular classroom, they are assisted by an ESL aide. Special education is conducted in two resource rooms.

Unit-related field trips also help students understand other cultures. A visit to St. Augustine shows students Spain's role in Florida's history. Disney's Epcot Center provides a glimpse of many cultures, including Mexico and its rich artistic heritage. A trip to a Spanish restaurant in Tampa enables both Anglo and Hispanic students and parents to experience Spanish food and atmosphere. In addition, Snively's library has a growing collection of books in Spanish, including works by Latin American authors and biographies of Latino leaders. Those books are among the most popular in the library. ESL students celebrate their heritage with a presentation of posadas and a pinata during the winter holidays; for Cinco de Mayo, they present an exhibit to teach other students about the holiday. They also organize a popular tortilla-making contest. Teachers receive training in cultural differences through inservice classes and professional literature. Evening school programs often feature Mexican songs and music, which increase parent involvement and attendance.

Parent and community involvement. Strong community outreach and parent participation guide Snively's program. Every teacher visits the home of every child he or she teaches, allowing open communication with each family and better assessment of individual needs. Parents are encouraged to become involved in all aspects of the school, including an adult education program, and are motivated to participate in the school by a coupon-redemption program in which they earn coupons--redeemable for food, clothing, or household items at the school-operated family center--by attending their child's class, participating on field trips, or other volunteer efforts. According to the principal, between 60 and 70 service clubs, businesses, and agencies have adopted the school, with many donating surplus items that parents can purchase with their coupons. Last year, parents

volunteered more than 5,000 times at the school--an average of 10 times per student. Parents also receive a monthly calendar of school activities.

Snively offers free GED/ABE classes for adults in the community, which drew 130 students last year. More than 100 adults also participated in an ESL class, and some recent adult graduates are now planning to attend college. "All we ask is for parents to be an active participant with their child," says the principal. "This has encouraged them to go to GED and ABE [adult basic education] and to understand the importance of school."

Snively's other efforts to become what the principal calls "the ultimate community school" include providing a state-funded community clinic that offers immunizations, physical exams, and other services by state health department workers. The Community Aggressive Reclamation Effort (CARE), a state-funded program that targets local communities with severe needs, also has designated Snively as the location for a new community recreation center that will include a park with restrooms, lights, and playing fields.

Evidence of Success

More than half the students at Snively score above the 50th percentile on nationally standardized tests. Between the 1991-92 and 1992-93 school years, students across grades 2 to 6 showed an average NCE gain of 9.9 in reading, compared with an average 4.7 NCE gain for other Chapter 1 programs in the district. Snively students in the same grades had an average gain of 7.4 NCEs in mathematics. The gain was most dramatic in the third grade. Seventy-one percent of Snively's first-graders meet district standards, compared with 48 percent in other schools. A high percentage of parents and teachers responding to a school survey said that administrators believe that all children can learn. Most teachers and parents also agreed that school rules and expectations are clearly defined and communicated daily through home visits, letters, conferences, and meetings. In 1992-93, the U.S. Department of Education recognized Snively among schools having effective compensatory education programs.

References

Barfield, V., & Burlingame, M. (1974). The pupil control ideology of teachers in selected schools. Journal of Experimental Education, 42 (4), pp. 6-11.

Bell, J.A. (1992, June). Promising practices and programs for improving student achievement. Sacramento, CA: California Department of Education, Compensatory Education Office.

Bullard, P., & Taylor, B.O. (1993). Making school reform happen. Boston, MA: Allyn and Bacon. p. 19.

California Department of Education. (1992). Schoolwide project guidelines. Sacramento, CA: Author.

Clay, M. (1972). Reading. The patterning of complex behavior. Auckland, New Zealand: Heinemann Press.

Cohen, D.K., & Grant, S.G. (1993, Winter). America's childhood. Daedalus, 122 (1), pp. 177-207.

Cohen, D.K., McLaughlin, M.W., & Talbert, J.E., eds. (1993). Teaching for understanding: Challenges for policy and practice. San Francisco: Jossey-Bass Inc.

Comer, J. (1988). School Power. New York: Free Press.

Council of Chief State School Officers & National Association of State Coordinators of Compensatory Education. (1992). Chapter 1 program improvement and innovation across the states: An overview and state profiles. Washington, DC: Author.

Edmonds, R.R. (1979). Some schools work and more can. Social policy, 9 (2), pp. 28-32.

Fullan, M.G. (1991). The new meaning of educational change (2nd edition). New York: Teachers College Press.

Gardner, H. (1985). Frames of mind: The theory of multiple intelligences. New York: Basic Books, Inc.

Holdaway, E.A. (1978). Facet and overall satisfaction of teachers. Educational Administration Quarterly, 14(1), pp. 30-47.

Independent Review Panel. (1993). Statement of the independent review panel of the National Assessment of Chapter 1. Washington, DC: U.S. Department of Education.

Knapp, M.S., Shields, P.M., & Turnbull, B.J. (1992). Academic challenge for the children of poverty. Summary report. Washington, DC: U.S. Department of Education.

Knapp, M.S., Adelman, N.E., Marder, C., McCollum, H., Needels, M.C., Shields, P.M., Turnbull, B.J., & Zucker, A.A. (1993). Academic challenge for the children of poverty. Volume 1. Washington, DC: U.S. Department of Education.

Levin, H.M. (1988). Accelerated schools for at-risk students. New Brunswick, NJ: Center for Policy Research in Education.

Levin, H.M. (1991). Building school capacity for effective teacher empowerment: Applications to elementary schools with at-risk students. New Brunswick, NJ: Consortium for Policy Research in Education.

Levin, H.M. (1993). Federal policy options for improving the education of low-income students, Volume II commentaries. Washington, DC: Rand Institute on Education and Training, p. 56.

Lezotte, L.W., et al. (1980). School learning climate and academic achievement. Tallahassee, FL: Florida State University Teacher Education Projects. p. 68.

Lightfoot, S.L. (1983). The good high school: Portraits of character and culture. New York: Basic Books.

Millsap, M.A., Turnbull, B., Moss, M., Brigham, N., Gamse, B., & Marks, E. (1992). The Chapter 1 implementation study (interim report). Cambridge, MA: Abt Associates, Inc.

McCollum, H. (Ed.) (1992, December). School reform for youth at risk: Analysis of six change models. Volume 1. Washington, DC: U.S. Department of Education.

O'Day, J.A., & Smith, M.S. (1993). Systemic reform and educational opportunity. Designing coherent policy: Improving the system. Fuhrman, S., ed. San Francisco: Jossey-Bass Inc.

Porter, A.C., Archbald, D.A., & Tyree, A.K., Jr. (1991). Reforming the curriculum: Will empowerment policies replace control? The politics of curriculum and testing. Fuhrman, S.H. and Malen, B., eds. Bristol, PA: Falmer Press.

Puma, M.J., Jones, C.C., Rock, D., & Fernandez, R. (1993, May). Prospects: The congressional mandated study of educational growth and opportunity (interim report). Bethesda, MD: Abt Associates, Inc.

Purkey, S.C., & Smith, M.S. (1993). Effective schools: A review. Elementary School Journal, 83, pp. 427-452.

RMC Research Corporation. (1992). Chapter 1 schoolwide projects: A planning, implementation, and evaluation guide. Denver, CO: Author.

Schenck, E.A., & Beckstrom, S. (1993). Survey of Chapter 1 schoolwide project schools and districts (Review Draft). Portsmouth, NH: RMC Research Corporation.

Slavin, R., Karweit, & N. L., Madden, N. (1989). Effective programs for students at risk. Boston, MA: Allyn and Bacon.

Stringfield, S., Millsap, M.A., Winfield, L., Brigham, N., Yoder, N., & Moss, M. (1992, September). Urban and suburban/rural special strategies for educating disadvantaged children: Second year report. Washington, DC: U.S. Department of Education.

Teddlie, C., & Stringfield, S. (1993). Schools make a difference: Lessons learned from a 10 year study of school effects. New York: Teachers College Press.

Turnbull, B.J., S. Zeldin, & Cain, T. (1990, August). State administration of the amended Chapter 1 program. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education. (1993, February). Reinventing Chapter 1: The current Chapter 1 program and new directions. Final report of the National Assessment of the Chapter 1 Program. Washington, DC: Author.

Walker, H.L. (1992, May). Schoolwide project (SWP) plan summary/related documents. Sacramento, CA: California Department of Education.

Appendixes

Chapter 1 schoolwide projects rely on a range of resources in developing programs and establishing a framework for action. The resources in these appendices are recommended by schoolwide project implementers to provide ideas about where to turn at various stages of planning.

Appendix A lists the names, addresses, and phone numbers of the 21 schools whose experiences we highlight in this report. The program developers have volunteered to share their experiences with interested colleagues across the country; for additional information about these sites, users of this guide should contact the schools directly.

Appendix B includes practical information and examples from materials that have guided schoolwide projects. The materials are excerpted from state agency guides, technical assistance manuals, and documents developed and used by schoolwide projects. They address many of the steps outlined in this report: planning and design, organization and management, team development, parent and community involvement, standard setting, and outcome assessment. Interested readers may contact the original sources for additional information.

Appendix C is a bibliography of references that schools may consult for further guidance in planning and program development.

Appendix A

Chapter 1 Schoolwide Projects: Contact Information

Accelerated Learning Laboratory School
93 Woodland Street
Worcester, MA 01609
(508) 799-3562

Balderas Elementary School
4625 East Florence
Fresno, CA 93725
(209) 456-6800

Blythe Avenue Elementary School
1075 Blythe Avenue
Cleveland, TN 37311
(615) 476-8212

Cecil Elementary School
200 Cecil Avenue
Baltimore, MD 21218
(410) 396-6385

Clarke Street Elementary School
2816 West Clarke Street
Milwaukee, WI 53210
(414) 263-2088

Cypress Creek Elementary School
4040 19th Avenue NE
Ruskin, FL 33573
(813) 671-5167

Fairview Elementary School
1327 Nelchina
Anchorage, AK 99501
(907) 279-0671

Francis Scott Key Elementary School
8th and Wolf Streets
Philadelphia, PA 19148
(215) 952-6216

Ganado Primary School
P.O. Box 1757
Ganado, AZ 86505
(602) 755-6210
FAX: (602) 755-3721

Glassbrook Elementary School
975 Schafer Road
Hayward, CA 94544
(510) 783-2577

Hazelwood Elementary School
1325 Bluegrass Avenue
Louisville, KY 40215
(502) 473-8264

Hollinger Elementary School
150 West Ajo Way
Tucson, AZ 85713
(602) 798-2740

Kit Carson Elementary School
1921 Byron Avenue SW
Albuquerque, NM 87105
(505) 877-2724

Lingelbach Elementary School
6340 Wayne Avenue
Philadelphia, PA 19144
(215) 951-4001

McNair Elementary School
3795 Spruill Avenue
North Charleston, SC 29405
Phone: (803) 745-7181
Fax: (803) 566-1848

New Stanley Elementary School
36th and Metropolitan Streets
Kansas City, KS 66106
(913) 722-7425

Osceola West Elementary School
c/o 138 Franklin
Osceola, AR 72370
(501) 563-2561

Richmond Elementary School
466 Richmond Avenue SE
Salem, OR 97301-6799
(503) 399-3180

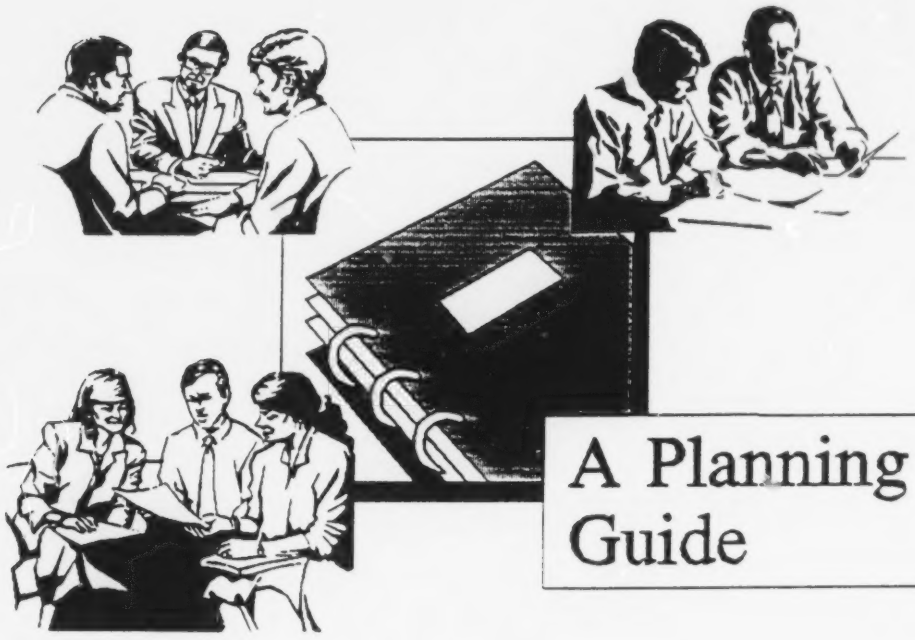
Sanchez Elementary School
73 San Marcos Street
Austin, Tx 78802
Phone: (512) 478-6617

Snively Elementary School
1004 Snively Avenue
Winter Haven, FL 33880
(813) 291-5325

Wilson Street Elementary School
401 Wilson Street
Manchester, NH 03103
(603) 624-6350

Appendix B

Schoolwide Projects



A Planning Guide

RMC Research Corporation
522 Southwest Fifth Avenue
Suite 1407
Portland, Oregon 97204

RMC RESEARCH CORPORATION

101

Suggested Steps in Planning a Schoolwide Project

Directions: Consider the following steps as a guide to designing a schoolwide project. The suggested steps should **not** be considered a comprehensive list. Each site's planning committee should consider additional planning steps beyond the generic ones contained in this guide. Also, the steps listed below require additional information to complete. Conducting a sound needs assessment, for example, requires trained personnel, detailed information, and district resources.

1. *Establish a planning team.* The team should include the principal, several teachers, paraprofessionals, and other school resource staff such as librarians. Parents, students (especially in secondary settings), and other community members should also be included.

   Note: Although the number of team members will vary depending upon the setting, planning groups larger than ten usually prove very difficult to coordinate and manage.

Name	Position

2. *Conduct comprehensive needs assessment.* School and district personnel conduct a comprehensive assessment of the educational needs of the project. The planning team should gather information from as many sources as possible, including, but not limited to, achievement, attitude, and behavioral data.

3. *Organize the needs assessment data into a school profile.* The profile should feature charts and tables which capture the information from the needs assessment in graphic form, allowing for easy interpretation by a variety of audiences.

4. *Investigate the research base.* As soon as possible, the planning team should review relevant research so that any changes they propose for the schoolwide project will be grounded in research.

5. *Draft comprehensive goals and specific objectives.* Based on the information gathered in the needs assessment, the planning team should draft comprehensive goals and specific objectives for the entire school which would enable the school to support all students in attaining high standards. The schoolwide should result in measurable improvement for Chapter 1 children as well as the rest of the school. The chart (not to scale) below can help to guide the planning team in designing a schoolwide project which is *different* from the previous school.

   Describe how each area of the program looked and will look before and after implementation of the schoolwide project:

	Before Schoolwide Project	**With Schoolwide Project**
Curriculum/ Assessment/ Instruction		
Professional Development		
Parent Involvement		
Other		

6. *Incorporate research into the plan.* Once the draft goals and objectives have been reviewed by the staff and community, the planning team should incorporate information from the research base to help ensure that the proposed changes are sound.

7. *Review and modify the draft plan.* The planning team should modify the draft plan according to the suggestions from reviewers. The team should incorporate research-based information to help ensure the final success of the plan.

8. *Complete final plan.* The final plan must include staff development and training activities so that staff will receive sufficient support to carry out the plan. Use the attached *Schoolwide Project Planning Timeline* to identify roles and responsibilities.

The final version of the plan should:

- involve parents
- identify training and staff development activities
- contain a clear time line with assigned responsibilities

Schoolwide Project Planning Timeline

Activity	Key Person	Timeline
		Start Date: ___/___/___ End Date: ___/___/___
		Start Date: ___/___/___ End Date: ___/___/___
		Start Date: ___/___/___ End Date: ___/___/___
		Start Date: ___/___/___ End Date: ___/___/___
		Start Date: ___/___/___ End Date: ___/___/___
		Start Date: ___/___/___ End Date: ___/___/___
		Start Date: ___/___/___ End Date: ___/___/___

TEXAS CHAPTER 1 SCHOOLWIDE PROJECTS GUIDE

Division of Accelerated Instruction
Texas Education Agency
February 1992

Comprehensive Assessment

The comprehensive assessment is a systematic effort to acquire an accurate, thorough picture of the strengths of a school community that can meet students' educational needs. The systematic assessment should include information from multiple sources (e.g., parent surveys, student test scores, discussions with teachers) that might assist in planning for the educational success of all students.

The planning process begins with a thorough examination of each campus, considering race, gender, age, language background, and socioeconomic status. Comprehensively assessing the student population, the staff, the parent/community involvement, and the school facilities provides a pool of information to draw on as a school determines its goals, program objectives, and funding priorities.

The team responsible for carrying out the developed plan should look at the results of a comprehensive assessment and ask the following questions:

- What are our strengths?
- How can we use these strengths?
- What is working?
- What isn't working?
- Why isn't it working?
- Can it be fixed?
- Should it be fixed?

Possible assessment instruments to use in this examination include: disaggregated norm-referenced or criterion-referenced test data; questionnaires; inventories; portfolios; rating scales; and other authentic performance instruments.

What might be considered when examining the student population?

Norm-Referenced Test Data
Criterion-Referenced Test Data
Support Services Records
Promotion/Retention Records
Attendance and Tardy Records
Graduation Rates
Advanced Course Enrollments
College Entrance Examination Information

Mobility Rates
Demographic Information
Participation in Extracurricular Activities
Dropout and Recovery Information
Promotion/Retention Information
Student Interpersonal Behaviors
Second Language Proficiency
Physical Fitness/Health
Computer Literacy
Teacher-Developed Instruments to Assess Students
Parent Assessment of Student
Student/Teacher Interactions
Discipline Referrals
Student Grades
Authentic Performance Assessments

- Performance Tasks
- Student Projects
- End of Course Tests
- Other Authentic Performance Instruments

What areas might be considered when examining staff?

Instructional Strategies
Student Assessment Instruments and Methods
Job Satisfaction
Management/Governance Satisfaction of Staff
Evaluations from Staff Training Sessions
Interpersonal Skills With Other Staff Members, Parents and Students
Teacher Generated and/or other Staff Development Opportunities and Participation
Student/Teacher Interactions
Staff Inventories
Climate Survey Results

What might be considered when examining parent/community involvement?

Amount and Frequency of Information Disseminated to Parents and Community
Quality of Information Disseminated to Parents and Community
Information, Input, and Help from Parents

Teacher/Parent Interactions
Parent Training Areas
Parent Workshop Evaluations
Community/Business Adopters
Mentorship Program Opportunities and Participation
Teacher Training in the Parental Involvement Area
Amount and Frequency of Opportunity for Involvement in Decision Making
Range of Community/Parent Involvement Activities

What areas might be considered when examining the school facilities?

Safety of Students and Staff
Developmental Appropriateness of Facilities
Classroom Size
Acoustics
Lighting
Temperature
Noise Levels
Classroom Location
Furniture
Materials and Resources Made Available

SCHOOLWIDE PROJECT GUIDELINES

California Department of Education
Sacramento, 1992

School: _____ Date: _____
__ Original __ Revision

Program Change(s)

Purpose: Tell how the instruction in Chapter 1 services will change for the selected subject area(s).

1. Briefly describe the following areas as they relate to the selected subject area(s) of focus:

Curriculum/Assessment/Instruction
Professional Development
School Climate
Parent Involvement

Describe how the program for compensatory education students will change.

Before SWP	With SWP

School: _____ Date: _____
__ Original __ Revision

Program Goal(s) / Desired Outcomes

Purpose: Describe the desired student outcomes for each "subject area of focus" as listed on the Facesheet.

2. Briefly describe the desired outcomes for compensatory education students using the following elements: goal, outcome indicator, standard or performance level, and time frame.

School: _____ Date: _____
__ Original __ Revision

District-Level Support

Purpose: Describe district support for schoolwide project efforts.

3. Briefly describe how the district will support this Schoolwide Plan. (*Note: A one-school district need not complete this part.*)

School: _____ Date: _____
__ Original __ Revision

Monitoring Outcomes and Evaluation

Purpose: The **Goal** is a destination; the **Plan** is the track the program runs on. **Monitoring** and **Evaluation** are procedures to know if you are on track and are nearing your intended goal. Accountability is a key element.

4a. Identify the accountability measure for the Chapter 1 students.

Elementary: (Check **one**)

__ The achievement gains of educationally deprived children in the school exceed the average achievement gains of comparable participating Chapter 1 children in the LEA as a whole; or

__ The achievement gains of educationally deprived children in the school exceed the average achievement gains of comparable educationally deprived children in the school in the three fiscal years prior to the start of the schoolwide project.

Secondary: (Check **one**)

If achievement levels do not decline over the three-year project period, as compared with the three-year period immediately preceding, then you may select:

__ Demonstration of lower dropout rates; or

__ Higher retention rates; or

__ Increased graduation rates.

To continue as a Schoolwide Project depends on exceeding the accountability measure of the comparison data.

4b. Please answer the following:

Measurement Problems	Yes	No
Was pretest different from post-test?		
If tests were different, was pretest equated to post-test?		
Did other measurement problems invalidate test scores?		

4c. How will the project be monitored and evaluated?

School: _____ Date: _____
__ Original __ Revision

Parent Involvement

Purpose: Describe parent involvement activities.

5. Describe the parent involvement activities which support the student-based achievement goals.

Have attended the following Parent Involvement Training opportunities:	Plan to attend the following Parent Involvement Training opportunities:
__ Home-School Partnership __ Fall Parent Institutes __ Other(s) (specify) _____ _____	__ Home-School Partnership __ Fall Parent Institutes __ Other(s) (specify) _____ _____

* Specific information regarding scheduled training will be announced.
** Fall Institutes are for schools designated as Program Improvement.

School: _____ Date: _____
__ Original __ Revision

Coordination

Purpose: Describe how services are coordinated for compensatory education students.

6. The scope and context of the coordination task can be estimated from the student data (number and percentage) on the Face Sheet. Considering this, describe how the coordination of services will be accomplished, especially in relation to LEP, Special Education, Migrant Education, and GATE programs.

School: _____ Date: _____
__ Original __ Revision

Proposed School Budget
(1993-94 only)

Purpose: Estimate by percentages how certain categorical funds will be distributed.

7. Account for 100% of the entitlement for each funding source listed below at this school.

Objects of Expenditure	A Chapter 1	B Compensatory Education Program Improvement	C EIA/LEP	D General Fund	E Other*
Administrative					
Certified salaries					
Classified salaries					
Employee benefits					
Books and supplies					
Service & other operating costs					
Capital outlay					
Other outgo/uses					
Administrative costs for district support					
Indirect costs					
Total Program Budget	**100%**	**100%**	**100%**	**100%**	**100%**

*Other includes: SIP, GATE, SB 65, Chapter 2, Miller-Unruh, Special Education, Professional Development, etc.

Salem-Keizer Public Schools
Salem, Oregon

Richmond Elementary School
Chapter 1 Schoolwide Project

TOGETHER WITH FAMILIES

FAMILY-SCHOOL PARTNERSHIP PROGRAM
PROPOSAL

March 6, 1992

CFDA Number: 84.212A

About Richmond Elementary

Richmond Elementary has about 480 students and a staff of about 60. It is a unique school because of its high bilingual and poverty population – more than 80 percent of the students are from low-income families, and the school ranks among Oregon's top 10 poverty schools as determined by federal free and reduced-price lunch guidelines.

Richmond Elementary School
466 Richmond Avenue SE
Salem, Oregon 97301-6799
(503) 399-3180

LEARNING FOR A LIFETIME
SALEM•KEIZER
PUBLIC SCHOOLS
Homer Kearns, Superintendent

School District 24J complies with provisions of the various civil rights laws, such as the Fair Employment Practices Act, Title IX Regulations, and section 504 of PL93-112 in employment and educational programs and activities.

Every child deserves a chance at Richmond!

Building a child-centered community through our Chapter 1 Schoolwide Project.

"Today I have a chance to change our lives by making this day the best for you and me. I am kind in what I say and do. I respect myself and others. At Richmond, we are safe."

Possibilities . . . hope . . . success. This is the true meaning of our school pledge at Richmond Elementary School. Every child begins life with the first two. But every child deserves all three!

This also is the meaning of our Chapter 1 Schoolwide Project. With staff and parents working together, we are creating a school community where children are the focus, where their success at school – and in life – is everyone's goal.

Richmond's federally funded Chapter 1 Schoolwide Project began in 1989. We were the second school in Oregon to embark on this new "schoolwide" concept. After one successful year, our program is now used as a model for others.

And, now that our program has become a success, we're pleased to share it with you. If you have any questions, we'd be happy to give you more information.

The Chapter 1 Schoolwide Project Planning Committee
Richmond Elementary School
Kathy Bebe, Principal

BEST COPY AVAILABLE

How do we measure success?

The Chapter 1 Schoolwide Project is regularly evaluated through surveys, student outcomes and informal feedback. After one year we are proud of our progress as measured by:

- Higher standardized test scores.
- Parent involvement has more than tripled.
- Increased parent attendance at conferences, school programs.
- Fewer behavior problems in the classroom.
- Enthusiasm among staff and students.

Key personnel in our program include a parent involvement coordinator, Chapter 1 project coordinator and teachers, child development specialists, principal, and office staff.

What changed at Richmond?

Two major changes are behind our success: giving Chapter 1 services to *all children* schoolwide, not just those identified as academically disadvantaged; and, reaching more parents.

In this schoolwide project, all children receive Chapter 1 educational services as a consistent part of their curriculum. It permeates the school!

Because of internal shifting of teacher schedules, children are not pulled out of their classrooms for special programs. This can waste everyone's time and energy. Plus, no one is singled out for being "slow" or "disadvantaged." Everyone is part of everything. This leads to improved self esteem, which leads to greater academic performance. Our teachers also have noticed fewer classroom disruptions.

To support this effort, Richmond staff were trained in a Collaborative Consultation model, and Discipline with Love and Logic, an effective technique to build a child's self esteem. Other programs help staff increase their awareness of multicultural issues. Richmond is a bilingual school with a high Hispanic population.

Parental involvement is another major reason this project succeeds. Teachers and staff work with parents to build parenting skills and instill a love of learning in the whole family.

"The schoolwide project is the greatest thing we ever did for parents, children and our community."

– Laura Hildebrandt
Parent

PST . . . !

Have we got your attention? PST has certainly gotten attention at Richmond! PST stands for Parent Staff Together. This group meets monthly to develop leadership and parenting skills. In one year, parental involvement at Richmond has grown from four to more than 20 parents.

Programs that have increased parents' involvement include:

- A special lounge and "lending library" for parents.
- Workshops in Discipline with Love and Logic.
- Volunteer work parties.
- "Principally Speaking," a parent newsletter with school news and parenting hints.
- Informal gatherings in homes.

- Love, Lunch and Learn, where parents lunch with children, then stay for free workshops.
- Open houses and Parent Greeter programs.
- Increased contact with kindergarten parents through monthly packet meetings.
- Richmond Headlines, a home/school telephone program.

Building self-esteem

Several programs also build student self esteem and leadership skills:

- Elder-Younger Program. Sixth graders earn the privilege to care for younger children during parent meetings. Special training is given.
- Crossing Guard Program. It is an honor for fifth and sixth graders to be chosen.
- StudentSweep. This stands for Students Who Encourage Environments that are Positive. Fourth through sixth graders visit classrooms during surprise "sweeps" and give points to students who model good behavior, such as promptness and courtesy.

Long-term goals

Richmond staff developed specific goals to monitor and evaluate children throughout the year. The Schoolwide Project Planning Committee is the cornerstone of this effort, and includes parents, teachers, child development specialists, coordinators and school administrators.

- Improve student academic skills.
- Integrate and strengthen home-school connections.
- Raise self esteem among students and parents.
- Encourage staff dedication to professional growth.

"Richmond has been tremendously successful in bringing parent, staff and children together."

– Arnie Leppert
Oregon Department
of Education

Arnie Leppert, Oregon Department of Education director of Chapter 1 services, has this to say about our program: "Getting parents involved is vital to a child's success in school. Richmond has been tremendously successful in bringing parents, staff and children together."

BEST COPY AVAILABLE

RICHMOND ELEMENTARY SCHOOL PRESENTS:

PRINCIPALLY SPEAKING

Special Thoughts on Raising Kids — *Kathy Bebe, Principal*

SETTING LIMITS

Children need firm limits. Limits are the foundation of security. Kids who are lucky enough to have limits placed upon them in loving ways are then secure enough to build self confidence. These children are easier to teach, spend less time acting out, and usually get along well with other children and adults.

I have seen many children who misbehave in a variety of ways in their desperation to get their parents to set limits. It is almost as if they were trying to say, *"Don't you love me? How bad do I have to act before you will set some limits for me?"*

Setting firm limits is a gift of love. The problem here is that we often find setting limits difficult. Children fight the limits to see if they are firm enough to provide security. They test us by saying that we are mean, or that we don't love them. It is easy to become confused at this point and change the limits. But that is the last thing the kids really need.

Avoid giving orders. Orders do not set limits. They encourage battles. Consider the following order: *"I've called you to dinner three times already! You get in here and eat your dinner!"* It encourages the child to be late just to test the limits.

Try instead, *"I'm serving dinner in five minutes. Hope you join us. If not, breakfast will be at the regular time."* This leaves the youngster with much more to think about, such as, *"It doesn't sound as if Mom is going to be serving a special meal for me if I'm late."* Most parents are pleasantly surprised at the results when they describe what they plan to do instead of telling the child what he/she has to do.

Avoid orders:
"You're not going to talk like that to me in my own house!" (fighting words)

Try stating what you are willing to do:
"I'd be willing to listen to you about that when your voice is as soft as mine." (thinking words)

Avoid telling what you won't do:
"I'm not giving you any more allowance just because you wasted yours already!" (fighting words)

Try stating what you will do:
"Don't worry, Sweetie. You'll have some money when your usual allowance comes on Saturday." (thinking words)

Limits are often set through offering choices. Think of this mother getting ready to shop and setting limits through choices, *"Would you kids rather go shopping with me and keep your hands to yourself today, or would you rather take some of your allowance money and hire a sitter to stay with you at home?"* I have an idea that if the kids don't behave in the store this week, they will be hiring their own sitter next time, and Mom will enjoy her shopping.

****

SET LIMITS

USE

"THINKING WORDS"

INSTEAD

OF

"FIGHTING WORDS"

© Clarity Institute, Inc. 1990

BEST COPY AVAILABLE

SALEM•KEIZER
PUBLIC SCHOOLS

RICHMOND ELEMENTARY SCHOOL
Kathleen Bebe, Principal
466 Richmond Avenue SE • Salem, Oregon 97301-6799
(503) 399-3180

Homer Kearns, Superintendent

RICHMOND PST
PARENT-STAFF TOGETHER

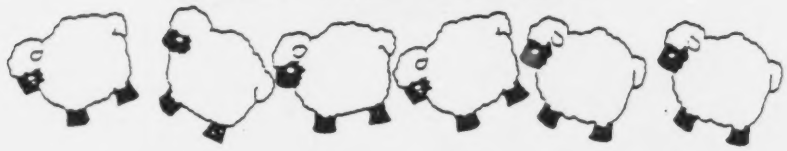
GOALS: To involve parents in leadership roles within the Richmond community and to increase parent involvement in their child's academic growth. To involve parents in building their children's self esteem and academic skills.

WHAT IS PST?: PST is simply a group of committed parents and staff who meet in neighborhood homes on a monthly basis for the purpose of developing their leadership skills as well as strengthening their parenting skills. The PST parents have made a real commitment individually and collectively to their own personal growth and to the personal growth of Richmond's parents as a whole. PST members determine, coordinate and schedule times and dates for their meetings throughout the school year. Each parent will have the opportunity to host a PST meeting in their home.

LEADERSHIP OPPORTUNITIES: Our PST program is designed to give Richmond parents the opportunity to focus upon developing their own parenting skills in a supportive atmosphere where leadership skills are encouraged and fostered. In time these PST parents will assume small group leadership roles guiding other parents through the PST program.

□□□

JOIN THE FLOCK



Richmond Volunteer Work Party

Friday, February 8

1:00 - 3:00 PM

RICHMOND CAFETERIA

Meet and get acquainted with other Richmond parents and friends as you help prepare instructional materials for your child's teacher. We will work together in the cafeteria. You are invited to come to help anytime between 1:00 - 3:00 PM and stay as long as you are able.

Light refreshments will be served; childcare for young children will be provided as needed.

Please contact Ruby Price, Parent Involvement Coordinator, for further information at 399-3180.

I would like to come to the Volunteer Work Party on Friday, February 8.

My name is_____Phone_____

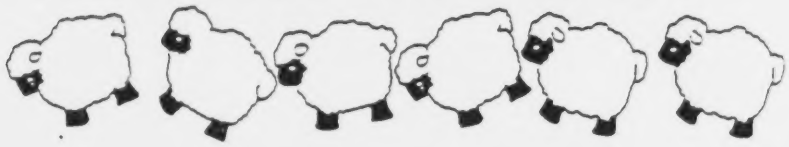
☐ I need CHILDCARE.

☐ I will be attending but do not need CHILDCARE.

LEARNING FOR A LIFETIME
SALEM•KEIZER PUBLIC SCHOOLS

BEST COPY AVAILABL

POR FAVOR DE ACOMPANARNOS



FIESTA DE VOLUNTARIOS DE RICHMOND

VIERNES 8 DE FEBRERO

1:00 - 3:00 PM

CAFETERIA DE RICHMOND

Vengan a conocer y hablar con otros padres de ninos en Richmond. Vamos a trabajar en la cafeteria. Ustedes estan invitados a ayudar entre la 1:00 - 3:00 PM..

Refrescos seran servidos, y habra cuido de sus ninos pequenos. **Por favor de llamar a Ruby Price si decea mas informacion at 399-3180.**

****

Yo deseo asistir la fiesta to voluntarios, VIERNES 8 DE FEBRERO.

Nombre_____

Numero de telefono_____

_____ Necesito cuido de mi ninos.

_____ Voy a asistir y NO necesito cuido de mis ninos.

To: **All Richmond Kindergarten Parents**

From: Mary Reynolds, Child Development Specialist
Ginna Wenz, Special Needs Assistant
Ruby Price, Parent Involvement Coordinator

Join with other kindergarten parents from Richmond School in our monthly "Parent Packet Get-Together" on **Friday October 5.** We will meet new friends and share ideas about ways that help our children have a very successful kindergarten.

Each of you will take home a monthly activity packet that is loaded with ideas, learning activities and projects for you and your kindergarten child to do together at home. **The get-together will be from 12:30 - 1:30 PM in the Parent Lounge.**

Following the get-together, you are welcome to stay for a Volunteer Work Party in the cafeteria until 3:00 PM. We will help prepare instructional materials for use in our classrooms.

We are looking forward to meeting each of you on October 5 for an enjoyable afternoon. **Please contact Mary Reynolds, Child Development Specialist, for further information at 399-3180.**

Please return this to your teacher by **Tuesday, October 2.**

Parent's name_____

Child's name_____

Check the service(s) needed:

_____I need the childcare service. Number of children_____

_____I will be attending, but don't need childcare.

_____I will not be able to attend, but want to receive a kindergarten packet.

LEARNING FOR A LIFETIME
SALEM•KEIZER
PUBLIC SCHOOLS

LOVE, LUNCH, LEARN

Richmond Parent Support Group

Parents, do you want to spend some special time at school with your child and also get some valuable support from other parents? If so, please make a reservation for **"LOVE, LUNCH, LEARN"** to be held on **Friday, February 22.** Mary Reynolds, Counselor, and Ruby Price, Chapter I Teacher, will give helpful hints on raising children and also provide you with the opportunity to discuss parenting skills.

11:30 - 12:00 Lunch with your children

12:00 - 1:00 Parenting Skills Presentation and Discussion

Fill out this section and return it to the School Office by February 20.

****

I would like to come to "LOVE, LUNCH, LEARN" on Friday, February 22. I understand that my lunch will be free (however donations are welcome) and that my children's lunch costs are the same as usual. Limited space will be available due to lunches being ordered.

Please sign me and my children up for "LOVE, LUNCH, LEARN" **Friday, February 22.**

Parent (s)_____

_____

Children_____ Room #_____

_____ Room #_____

_____ Room #_____

Address_____ Phone #_____

Return this portion to the School Office

LEARNING FOR A LIFETIME
SALEM•KEIZER PUBLIC SCHOOLS

BEST COPY AVAILABLE

RICHMOND ELDER-YOUNGER PROGRAM

Application Form

This program is designed to provide opportunities for older Richmond students to learn how to interact and "teach through play" with our kindergarten and preschool children. Sixth grade students who have shown themselves to be hard workers and excellent role models will be invited to apply for this program. Participants will work with our young Richmond children at pre-assigned times in our kindergarten/childcare sessions.

Name_____

Age_____

Classroom_____

Teacher_____

1. Why do you want to be part of this program?

2. What experience do you have working with young children?

3. How would you handle a child that was out of control? (hitting, yelling, throwing things, etc)

4. What is your favorite activity or game to share with young children?

Referred by_____
Classroom teacher's signature

Date_____

Please return this form to your classroom teacher.

Appendix C

Resources for Planning and Implementation

Designing and planning schoolwide projects

Brant, R.S. (Ed.) (1990). Students at risk. Alexandria, VA: Association for Supervision and Curriculum Development.

California Department of Education. (1992). Schoolwide project guidelines. Sacramento, CA: Author.

Educational Testing Service. (n.d.) Getting started with schoolwide projects: Sample project plans. Tucker, GA: Author.

Flemming, D.S., & Buckles, C. (1987, February). Implementing school improvement plans: A directory of research-based tools. Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and the Islands.

George, P.S., Stevenson, C., Thomason, J., & Beane, J. (1992). The middle school--and beyond. Alexandria, VA: Association for Supervision and Curriculum Development.

Hord, S.M., Rutherford, W.L., Huling-Austin, L., Hall, G.E. (1987). Taking charge of change. Alexandria, VA: Association for Supervision and Curriculum Development.

Horsely, S.L., & Hergert, L.F. (1985). An action guide to school improvement. Alexandria, VA: Association for Supervision and Curriculum Development and the NETWORK.

Karweit, N.L., Mâdden, N.A., & Slavin, R.E. (1989). Effective programs for students at risk. Boston, MA: Allyn and Bacon.

Levin, H.M. (1988). Accelerated schools for at-risk students. New Brunswick, NJ: Center for Policy Research in Education.

McCollum, H. (1992, December). School reform for youth at risk: Analysis of six change models. Vol. I. Washington, DC: Policy Studies Associates (prepared for the U.S. Department of Education).

Neel, B.A. (Ed.) (1992, February). Texas Chapter 1 schoolwide projects guide. TX: Texas Education Agency: Division of Accelerated Instruction.

RMC Research Corporation. (1992). Chapter 1 schoolwide projects: A planning, implementation, and evaluation guide. Denver, CO: Author.

RMC Research Corporation. (1992). Transition to kindergarten in American schools: Final report of the national transition study. Hampton, NH: Author (prepared for the U.S. Department of Education, Office of Policy and Planning).

RMC Research Corporation. (n.d.) Workshop guide: Schoolwide project evaluations. Denver, CO: Author.

RMC Research Corporation. (n.d.) Workshop guide: Overview of schoolwide project requirements. Denver, CO: Author.

SEDL Follow Through Project. (1992). Follow Through: A bridge to the future. Austin, TX: Southwest Educational Development Laboratory.

Schlechty, P.C. (1990). Schools for the 21st century: Leadership imperatives for educational reform. San Francisco: Jossey-Bass Inc.

Smith, S.C., & Scott, J.J. (1990). The collaborative school: A work environment for effective instruction. Eugene, OR: ERIC.

U.S. Department of Education. (1992). The Chapter 1 Implementation Study: Interim report. Washington, DC: Author.

U.S. Department of Education. (1993, May). Reinforcing the promise, reforming the paradigm: Report of the Advisory Committee on Testing in Chapter 1. Washington, DC: Author.

U.S. Department of Education. (1993, February). Reinventing Chapter 1: The current Chapter 1 program and new directions. Final report of the National Assessment of the Chapter 1 Program. Washington, DC: Author.

U.S. Department of Education. (1993, February). Statement of the Independent Review Panel of the National Assessment of Chapter 1. Washington, DC: Author.

Warger, C. (Ed.) (1988). A resource guide to public school early childhood programs. Alexandria, VA: Association for Supervision and Curriculum Development.

Organizing and managing programs

Bennett, K.P., & LeCompte, M.D. (1990). The way schools work: A sociological analysis of education. New York: Longman.

Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.

Bullard, P., & Taylor, B.O. (1993). Making school reform happen. Boston, MA: Allyn and Bacon.

Elmore, R.F., & Associates. (1991). Restructuring schools: The next generation of educational reform. San Francisco: Jossey-Bass Inc.

Evertson, C.M., Emmer, E.T., Clements, B.S., Sanford, J.P., & Worsham, M.E. (1989). Classroom management for elementary teachers. Second edition. Englewood, NJ: Prentice Hall.

Fullan, M.G. (1991). The new meaning of educational change. New York: Teachers College Press.

Kanter, R.M. (1989). When giants learn to dance. New York: Simon & Schuster, Inc.

Louis, K.S., & Miles, M.B. (1990). Improving the urban high school: What works and why. New York: Teachers College Press.

National School Safety Center. (1990, August). School safety check book. Malibu, CA: Author.

Villa, R.A., Thousand, J.S., Stainback, W., & Stainback, S. (1992). Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools. Baltimore, MD: Paul H. Brooks Publishing Co.

Intensifying academic emphasis (curriculum, instruction, and focusing on the whole child)

Adler, M.J. (1984). The Paideia Program: An educational syllabus. New York: Macmillan Publishing Co.

Association for Supervision and Curriculum Development. (1991, 1992). ASCD Curriculum handbook. Alexandria, VA: Author.

Beyer, B.K. (1987). Practical strategies for the teaching of thinking. Boston, MA: Allyn & Bacon, Inc.

Brown, R.G. (1991). Schools of thought: How the politics of literacy shape thinking in the classroom. San Francisco: Jossey-Bass Inc.

Burns, M. (1987). A collection of math lessons: From grades 3 through 6. New Rochelle, NY: The Math Solution Publication.

Burns, M., & Humphreys, C. (1990). A collection of math lessons: From grades 6 through 8. New Rochelle, NY: The Math Solution Publication.

Caine, R.N., & Caine, G. (1991). Making connections: Teaching and the human brain. Alexandria, VA: Association for Supervision and Curriculum Development.

Clay, M. (1972). Reading: The patterning of complex behavior. Auckland, New Zealand: Heinemann.

Clay, M. (1982). Observing young readers: Selected papers. Exeter, NH: Heinemann.

Cohen, D.K., McLaughlin, M.W., & Talbert, J.E. (Eds.). (1993). Teaching for understanding: Challenges for policy and practice. San Francisco: Jossey-Bass Inc.

Cohen, E.G., & Benton, J. (1988, fall). Making groupwork work. American Educator, 12(3), 10-46.

Connelly, E.M., & Clandinin, D.J. (1988). Teachers as curriculum planners: Narratives of experience. New York: Teachers College Press.

Duckworth, E. (1987). The having of wonderful ideas and other essays on teaching and learning. New York: Teachers College Press.

Gardner, H. (1991). The unschooled mind: How children think and how schools should teach. New York: Basic Books.

Goswami, D., & Stillman, P.R. (Eds.). (1982). Reclaiming the classroom: Teacher research as an agency for change. Portsmouth, NH: Boynton/Cook Publishers.

Hord, S.M., et al. (1987). Taking charge of change. Alexandria, VA: Association for Supervision and Curriculum Development.

Hunter, M. (1982). Mastery Teaching. El Segundo, CA: TIP Publications.

Johnson, D.W., Johnson, R.T., Hollubec, E.J., & Roy, P. (1984). Circles of learning: Cooperation in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Jones, B.F. (1987). Strategic teaching and learning: Cognitive instruction in the content areas. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (1992). A different kind of classroom: Teaching with dimensions of learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Moses, R.P. (1989, November). The algebra project: Organizing in the spirit of Ella. Harvard Educational Review, 59(4), 423-443.

Newmann, F.M. (Ed.). (1992). Student engagement and achievement in American secondary schools. New York: Teachers College Press.

Pogrow, S. (1990, January). Challenging at-risk students: Findings from the HOTS program. Phi Delta Kappan, 389-97.

Presseisen, B.Z. (1987). Thinking skills throughout the curriculum: A Conceptual design. Bloomington, IN: Pi Lambda Theta, Inc.

Resnick, L.B., & Klopfer, L.E. (1989). Toward the thinking curriculum: Current cognitive research. Alexandria, VA: Association for Supervision and Curriculum Development.

Schifter, D., & Fosnot, C.T. (1993). Reconstructing mathematics education: Stories of teachers meeting the challenge of reform. New York: Teachers College Press.

Sizer, T.R. (1984). Horace's compromise: The dilemma of the American high school. Boston, MA: Houghton Mifflin Co.

Sizer, T.R. (1992). Horace's school: Redesigning the American high school. Boston, MA: Houghton Mifflin Co.

U.S. Department of Education, Office of Policy and Planning. (1992). Academic challenge for the children of poverty. Summary report. Washington, DC: Author.

U.S. Department of Education, Office of Policy and Planning. (1993). Academic challenge for the children of poverty. Vol. 1. Washington, DC: Author.

Developing a professional team

Barth, R.S. (1990). Improving schools from within: Teachers, parents, and principles can make a difference. San Francisco: Jossey-Bass Inc.

Fullan, M.G., & Hargreaves, A. (1992). Understanding Teacher Development. New York: Teachers College Press.

Glickman, C.D. (1003). Renewing America's Schools: A guide for school-based action. San Francisco: Jossey-Bass Inc.

Goodlad, J.I. (1990). Teachers for our nation's schools. San Francisco: Jossey-Bass Inc.

Johnson, D.W., & Johnson, R.T. (1989). Leading the cooperative school. Edina, MN: Interaction Book Co.

Joyce, B., & Showers, B. (1988). Student achievement through staff development. New York: Longman.

Lieberman, A. (Ed.). (1988). Building a professional culture in schools. New York: Teachers College Press.

Little, J.W. (1993, summer). Teachers' professional development in a climate of educational reform. Education Evaluation and Policy Analysis, 15(2), 129-52.

Loucks-Horsley, S., Harding, C.K., Arbuckle, M.A., Murray, L.B., Dubea, C., Williams, & M.K. (1987). Continuing to learn: A guidebook for teacher development. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands; National Staff Development Council.

McLaughlin, M.W., Talbert, J.E., & Bascia, N. (Eds.). (1990). The contexts of teaching in secondary school. New York: Teachers College Press.

Miller, R. (1987). Team planning for educational leaders: A training handbook. Philadelphia, PA: Research for Better Schools.

Saxl, E., Miles, M.B., & Lieberman, A. (1989). Assisting change in education: A training program for school improvement facilitators. Alexandria, VA: Association for Supervision and Curriculum Development.

Cultural inclusiveness

Banks, J.A. (1981). Multiethnic education: Theory and practice. Boston, MA: Allyn and Bacon, Inc.

California State Department of Education, Bilingual Education Office. (1992). Beyond Language: Social and cultural factors in schooling language minority students. Los Angeles: Evaluation, Dissemination and Assessment Center.

Comer, J.P. (1988, November). Educating poor minority children. Scientific American, 259, (5), 42-48.

Cummins, T. (1986, February). Empowering minority students: A framework for intervention. Harvard Educational Review, 56 (1), 18-36.

Delpit, L. (1988, August). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58, 280-298.

Derman-Sparks, L., & the ABC Task Force. (1991). Anti-bias curriculum: Tools for empowering young children. Washington, DC: National Association for the Education of Young Children.

Jackson, A. (1989, Spring). Minorities in mathematics. American Educator. 12(1), 22-27.

Locust, C. (1988, August). Wounding the spirit: Discrimination and traditional American Indian belief systems. Harvard Educational Review, 58, 315-330.

National Education Association. (1987). And justice for all. Washington, DC: Author.

Nieto, S. (1992). Affirming diversity: The sociopolitical context of multi-cultural education. New York: Longman.

Olsen, L., & Dowell, C. (1989). Bridges: Promising programs for the education of immigrant children. San Francisco: California Tomorrow Immigrant Students Project.

Olsen, L., Mullen, N.A. (1990). Embracing diversity. San Francisco: California Tomorrow Immigrant Students Project.

Rossman, G.B., Corbett, H.D., & Firestone, W.A. (1988). Change and effectiveness in schools: A cultural perspective. Albany, NY: State University of New York Press.

Strickland, D.S., & Cooper, E.J. (Eds.) (1987). Black children: America's challenge. Washington, DC: Bureau of Educational Research, School of Education, Howard University.

Taylor, O.L. (1987). Cross-cultural communication: An essential dimension of effective education. Washington, DC: Mid-Atlantic Center for Race Equity.

Involving parents and the community

Abt Associates Inc. (1991, February). Working with families: Promising programs to help parents support young children's learning. Cambridge, MA: U.S. Department of Education, Office of Planning, Budget, and Evaluation.

Barbara Bush Foundation for Family Literacy. (1989). First Teachers: A family literacy handbook for parents, policy-makers, and literacy providers. Washington, DC: Author.

Canter, L. (1991a). Parents on your side: A comprehensive parent involvement program for teachers. Santa Monica, CA: Lee Canter & Associates.

Canter, L. (1991b). Parents on your side: Resource materials workbook. Santa Monica, CA: Lee Canter & Associates.

Comer, J.P. (1980). School power: Implications of an intervention project. New York: The Free Press.

Fullan, M.G., & Hargreaves, A. (1991). What's worth fighting for?: Working together for your school. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands, in association with the Ontario Public School Teacher's Federation.

Nickse, R.S. (1990). Family and intergenerational literacy programs: An update of "the noises of literacy". Columbus, OH: ERIC.

Rich, D. (1992). MegaSkills: Revised and updated. Boston, MA: Houghton Mifflin Company.

Stenmark, J.K., Thompson, V., Cossey, R. (1986). Family math. Berkeley, CA: Lawrence Hall of Science.

Setting high standards and measuring outcomes

Archibald, D.A., & Newman, F.M. (1988). Beyond standardized testing: Assessing authentic academic achievement in the secondary school. Reston, VA: National Association of Secondary School Principals.

Congress of the United States, Office of Technology Assessment. (1992, February). Testing in American schools: Asking the right questions. Washington, DC: Author.

Coxford, A.F., & Webb, N.L. (Eds.) (1993). Assessment in the mathematics classroom: 1993 Yearbook. Reston, VA: National Council of Teachers of Mathematics, Inc.

Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. San Diego, CA: College-Hill Press.

Educational Testing Service. (1987, May). Learning by doing. Princeton, NJ: Author.

Finch, F.L. (Ed.). (1991). Educational performance assessment. Chicago, IL: The Riverside Publishing Company.

Goodman, K.S., Goodman, Y.M., & Hood, W.J. (Eds.) (1989). The whole language evaluation book. Portsmouth, NH: Heinemann.

Herman, J.L., & Winters, L. (1992). Tracking your school's success: A guide to sensible evaluation. Newbury Park, CA: Corwin Press, Inc.

National Council of Teachers of Mathematics. (1989). Curriculum and evaluation standards for school mathematics. Reston, VA: Author.

National Council of Teachers of Mathematics. (1991). Professional standards for teaching mathematics. Reston, VA: Author.

National Council on Education Standards and Testing. (1992, January). Raising standards for American education: Report to Congress, the Secretary of Education, and the American people. Washington, DC: Author.

Perrone, V. (1991). Expanding student assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Romberg, T.A. (Ed.) (1992). Mathematics assessment and evaluation: Imperatives for mathematics educators. Albany, NY: State University of New York Press.

Stenmark, J.K. (1989). Assessment alternatives in mathematics: An overview of assessment techniques that promote learning. Berkeley: University of California.

Stiggins, R.J., & Conklin, N.F. (1992). In teachers' hands: Investigating the practices of classroom assessment. Albany: State University of New York Press.

U.S. Department of Education